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FORMERLY CHILD WELFARE

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C O N T E N T S

THE NATIONAL PARENT-TEACHER is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

CHILD WELFARE

To promote child welfare in the home, school, church, and community

PARENT EDUCATION

To raise the standards of home life

LEGISLATION

To secure adequate laws for the care and protection of children

HOME AND SCHOOL COOPERATION

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of children

EQUAL EDUCATIONAL OPPORTUNITIES

To develop between educators and the general public such a united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education

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	PAGE
Cover.....	<i>Painting by Dorothy Hope Smith</i>
Concerning Contributors.....	2
The President's Message: The Proof of the Pudding	<i>Mary L. Langworthy</i>
Baby Is Educated.....	<i>Aline Ballard</i>
Improving Our Jobs as Parents.....	<i>Henry Neumann</i>
In Our Neighborhood.....	<i>Alice Sowers</i>
Gardening—A Pleasant Venture for Boys and Girls	<i>Alfred C. Hottes</i>
Planning the School Child's Summer—Parent Education Study Course.....	<i>Garry Cleveland Myers</i>
It's Up to Us.....	<i>Alice Sowers and Alice L. Wood</i>
Just Sitting.....	<i>Henry Eastman Bennett</i>
Balance the Diet as well as the Budget.....	<i>L. Jean Bogert</i>
The Need for Better Housing.....	<i>Helen Alfred</i>
The Robinson Family: Leisure-Time Activities	<i>S. J. Crumbine, M. D.</i>
Modern Methods of Fighting Tuberculosis.....	<i>Louise Strachan</i>
For Homemakers: The Forward-Looking Nursery	<i>Filby Edmunds</i>
Editorial: Education and the Federal Government in an Emergency.....	<i>Willard E. Givens</i>
Easter Hymn.....	<i>Mary Cutter Faulkner</i>
The Housekeepers.....	<i>Helen Cowles LeCron</i>
Do We Really Want Our Children to Think?	<i>John T. Webner</i>
For Homemakers: Getting the Most out of a Soup Bone.....	36
The P.T.A. at Work.....	<i>Helen R. Wentworth</i>
Congress Comments.....	40
The Thirty-Ninth Annual Convention, National Congress of Parents and Teachers.....	41
School Movies Projected by the P.T.A.....	<i>Catherine Cooke Gilman</i>
Future Tasks for Today's Children—A Parent-Teacher Program	44
Bookshelf.....	<i>Winnifred King Rugg</i>
Bulletin Board.....	47

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HENRY NEUMANN brings to our readers, in "Improving Our Jobs as Parents," the same thoughtful, wise advice which he has given to so many



Alfred C. Hottes

eager listeners at his lectures, in his classes in education at the College of the City of New York and in his lectures at Ohio State University and at the universities of Wisconsin, Utah, and California. Dr. Neumann is leader of the Brooklyn Ethical Culture Society and the author of *Education for Moral Growth, Modern Youth and Marriage, and Lives in the Making*.

Through his work with junior garden clubs, ALFRED C. HOTTES has become well acquainted with the boys and girls of this country and knows all phases of the subject, "Gardening—A Pleasant Venture for Boys and Girls." Mr. Hottes was for twelve years professor of horticulture at Ohio State University. He is author of a number of well-known books on the subject of gardening. He lives in Des Moines, Iowa, and

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GARRY CLEVELAND MYERS needs no introduction to the readers of this magazine. His articles have long been enjoyed by them and they are sure to welcome his contribution to this issue on "Planning the School Child's Summer." Dr. Myers writes from his own experience as a father as well as from his experience as a parent education specialist.

The author of "Just Sitting," HENRY EASTMAN BENNETT, has made a careful study of the effect of posture on health. Dr. Bennett has written several books on this subject and on others related to it.

L. JEAN BOGERT, author of "Balance the Diet as well as the Budget," is well known through her many articles in national magazines, through her textbook on chemistry for nurses, through her books called *Nutrition and Physical Fitness*, and *Diet and Personality: Fitting Food to Type and Environment*. Dr. Bogert was trained as a food chemist at Cornell University and took her doctor's degree in physiological chemistry at Yale. She was engaged for ten years in medical research, holding positions on the medical staff at Yale, the Henry Ford Hospital, and the University of Chicago. She was also head of the department of nutrition at Kansas State College.

"The Need for Better Housing" is written by one who has made a long study of the housing problem. HELEN ALFRED, who was formerly head worker of the Madison House Settlement

in New York, has traveled extensively and has observed housing conditions at close range in Europe and the Orient as well as in this country. She is secretary of the National Public Housing Conference and editor of *Public Housing Progress*.

LOUISE STRACHAN brings to the writing of the article on "Modern Methods of Fighting Tuberculosis" her own wide experience and the findings of the National Tuberculosis Association. Since 1921 she has been with the National Tuberculosis Association where



Dr. L. Jean Bogert

she is now Director of Child Health Education. Miss Strachan is a member of the Advisory Committee of the Summer Round-Up. She has published numerous articles.

The author of the article on "The Forward-Looking Nursery," FILBY EDMUNDS, says that her attention has necessarily been devoted to child psychology and child study in the last five years. But her young children have not prevented her from going to Europe with her architect-husband (two children in tow) and sharing architectural research with him.

If You Are Interested In . . .

- The Preschool Child, see pages 6, 10, 11, 12, 22.
- The Grade School Child, see pages 10, 11, 12, 14, 15, 24, 35.
- The High School Boy and Girl, see pages 10, 11, 12, 15, 20, 24, 35.
- Children of All Ages, see pages 8, 17, 18, 20, 21, 46.
- P. T. A. Problems, see pages 5, 24, 38, 40, 41, 42, 44, 46.

The editorial this month, "Education and the Federal Government in an Emergency," comes from WILLARD E. GIVENS, the new Secretary of the National (Continued on page 37)



The Poisoned Arrow

Out of the darkness of the Unknown, a terrible hand sped an arrow. Swift, sure, it pierced man's body, brought him suffering—death.

Sodisease seemed to man, thousands of years ago.

The arrows of many a disease are tipped with the poisons of infection—poisons that creep or race through the blood. For centuries, these poisons worked their will. Man knew no way to check them.

One day Jenner penetrated the darkness, found a vaccine that armed man's body against the poison of smallpox—the first great victory over infectious disease.

The torch was passed onward. Medical science found immunizing agents that barred the way to other poisons, such as scarlet fever and typhoid, diphtheria and measles.

Each step marked one more conquest of disease. Till now, in the hands of medical science, half the arrows of disease are broken.

Like a conquering army, science sweeps forward, moving toward the hope that mankind shall be delivered from all infections.

To help in bringing this hope nearer, the House of Squibb has worked for 75 years in constant service to the medical profession.

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The President's Message



The Proof of the Pudding

WE have tried many systems of evaluating our work in parent-teacher associations; each state has its own methods, conforming to standards outlined by the state congresses.

It has been borne in upon me, however, in the last few months that after all, "the proof of the pudding is in the eating thereof," and in this case I should say that the "eating" is the evidence of raised standards in the community because of our existence.

If in our communities we tolerate a poor grade of commercial amusements, even though we do not patronize them, our ennobling effect is not apparent.

If we tolerate poor schools, or closed ones; poor libraries, or none at all; street-corner congregations of children in the evening, and the abolishment of out-of-school character-building agencies; if at the same time we pride ourselves on our flourishing parent-teacher associations, it will not be long before we shall hear the sounding of brass and the tinkling of cymbals when we gather together. That will be all that we are worth.

What profiteth us or any one else if we keep our schools open and children fed, so long as we view with willingness their poolrooms or roadhouse playgrounds?

What good does it do for us to meet and study child psychology if windows and electric street lights are maliciously broken by the children of the study group mothers?

Why should we study family relationships and yet continue to fill our juvenile courts with boys and girls from divorce-broken homes?

We used to sing a parent-teacher "pep song" which said, "Where the pictures and the new piano show that they have a P. T. A." The day of giving card parties and engaging in similar activities for the purpose of buying pianos and pictures will soon become only a tale of early days when the school principal or teacher saw this as the most desirable thing a parent-teacher association could do. Let us use, henceforth, another and more modern song like this: "If you see a noble community you know there's a P.T.A."

Let us talk this over more intimately when you and I meet at the National Convention in Miami. It needs our most earnest consideration.

President,
National Congress of Parents and Teachers.

BABY IS EDUCATED



by Aline Ballard

BABY, we are now told, must be educated. The ancient custom of beginning school at the advanced age of six or seven has been challenged. Infants not only sleep, eat, and grow; they develop mentally as well. And because they are developing mentally, they need systematic instruction. This instruction can be given at home with Mother if she learns to be teacher as well as parent. And there are schools exclusively for babies.

You may not want your baby to go to school. Even so, you will find the nursery school an entertaining and enlightening place to visit. To watch the day's program is to discover all sorts of ideas and equipment that can be carried into the home.

All nursery schools are similar in procedure and purpose. Their aim is to help the child to adjust himself harmoniously to the social demands of the world about him. To see how they accomplish this, let us follow the child's day in one of the largest and

most scientific of these schools, the one at the University of Michigan.

This school, in common with most of them, takes a child as soon as he has reached the ripe old age of two and a half years. There are two age-groups before kindergarten, the older children simply going on with the program that was started when they entered.

The school is divided into units made up of from sixteen to twenty-five children under the supervision of two teachers. Each group has for its own use a suite containing living room, dining room, and toilet room. Beds for naps are in sleeping rooms; and one gymnasium serves for all.

Did you ever stop to think how you would feel if you were suddenly set down in a world of giants? Suppose you found yourself surrounded by huge objects—tables towering over you, chairs too heavy to move, shelves out of reach, windows too high to look out of. This is the situation the aver-



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RESEARCH STATION

age child faces at home. The equipment in the nursery school is, therefore, "pint-size."

The idea goes farther than this: the rooms are not mere rooms into which has been set play furniture. They are mother and father rooms looked at through the wrong end of the telescope. The living room has such details as a piano; the dining room, a serving table or a tea cart; the bathroom is helpfully equipped with small bowls and toilets, low towel racks and hooks, individual lockers. The rooms are, in other words, replicas in miniature of the ones the child sees adults use, their furnishings similar to those he must learn to use in his own home. Books and play equipment are such as will stimulate young imaginations and advance mental development.

Naturally, while he is in the nursery school a child ceases to feel he is a very small person, overwhelmed and baffled by giant surroundings, and becomes instead a self-respecting in-

dividual. Here he finds himself equal to any emergency and situation that may arise. He can put a chair where he wants it, reach a book, watch the road scraper or the fire engine go by his window; in short, wait upon himself.

Nowhere is self-help more noticeable or equipment more amusing to a parent than in the nursery school bathroom. Above each bowl hangs a mirror to assist—or hinder—in the cleaning-up process. Every child has a rod for his folded towel and beside it are hooks for wash-cloths and comb. He can find his own towel, for on the first day of school Teacher helped him mark it with a round picture-tag selected by him from an assortment of dogs, rabbits, engines, and other intriguing designs. His locker bears the same kind of tag. In the upper section are hooks

This Visit to a Model School for Babies Will Show You How It Is Done

for coat and hat, and below is a drawer to hold his special treasures and a change of clothing for that lamentable emergency which occasionally occurs even with educated babies.

The little tots, some of them just able to walk nicely, come every morning with their mothers between 8:20 and 9 o'clock. Before seeing other children, one at a time they visit the doctor's office, where a nurse inspects skin, eyes, throat, scalp, ears, and chest. If a child is not perfectly well, he returns home for special care. Thus the health of all the children is safeguarded.

At regular intervals the little pupils are weighed and measured and the results tabulated; there are frequent thorough physical examinations. These periods with Doctor and Nurse are jolly times. Billy learns that a doctor is a good friend who is interested in his new cap or in the fact that he can now lace his shoes. Billy opens his mouth and sticks out his tongue the minute he comes into the room. The attitude of fearlessness and happy acceptance of medical routine thus developed in the nursery school carries over into later less pleasant experiences with doctors and nurses.

The child who is perfectly well goes directly to his own school quarters. As he joins the group he greets teachers and playmates, then proceeds to his locker where he takes off his outdoor wraps and hangs them on their proper hooks. He goes next to the toilet. Here a teacher encourages him in his struggles with buttons and ties. Now he is ready for play.

No one tells him what to do. He may choose his own activity from the great variety of play equipment within his reach. One corner of the main room is equipped for doll play or, as the nursery school puts it, imaginative activity and dramatic experience. In a make-believe world the little girl gets breakfast, dresses the baby, cleans the house, gives tea parties, and takes small journeys. And if you don't believe that boys enjoy that sort of thing, peek into this busy corner almost any morning and watch a sturdy little bruiser (*Continued on page 28*)



IMPROVING

OUR JOBS AS PARENTS

by HENRY NEUMANN

EVERY speaker or writer on the subject of better parenthood knows that mothers are quick to seize on any useful bit of information. Is it about feeding, or getting a boy to go to bed promptly, or helping a girl to overcome a fear? If mothers do not jot the information down on paper, or save the article in which it appears, they store it up in memory against the time to put it to use. All this is certainly to the good. But, no less certainly just the same, it is far from enough.

A generation or so ago, according to a British official, the Shah of Persia was greatly interested in what this official told him about the post office in Great Britain. He was astounded to learn that the post office alone brought Great Britain more revenue than the total amount which the Shah was able to collect from his own people by all his methods put together. The Shah thereupon rose with great enthusiasm and declared that he too would have a

A Wise Counselor Reviews Ways of Being Better Parents in the Modern Manner

post office in his country immediately. It never occurred to him that there were one or two things essential to making the post office produce so much revenue. One was that his country had to do at least as much business and therefore as much correspondence as England. Would Persia have the business transacted by mail in London alone, not to mention the trade with the rest of the world? Did she even have as many people who knew how to read and write?

The moral of this tale applies to parents. Being the right kind of mother or father is a job which calls for a great deal more than this or that trick

of getting a boy to wash his hands. From one kind of person children will take advice readily. Just as readily will they reject the very same advice when it comes from somebody else. And this readiness does not spring into being with a wave of the hand. What lies back of it? Experience has taught the children to trust the one giver of counsel and not to trust the other. It is more than a matter of doing this or that thing of the moment. It is a matter of the whole background of a child's life. It is an affair of what the children have learned day after day for years about the just claim of their parents to respect. That is why any list of suggestions for fathers and mothers, no matter how practical the list may be, will fail as badly as the Shah's hope of revenue unless the methods are backed up by the whole mode of living practiced by the parents themselves.

The first step for us fathers and mothers, therefore, is a good, long self-

examination. We are supposed to guide. But guides are supposed to be superior. Children have a way of trusting us until our shortcomings grow too glaring. Does it never happen that parents themselves, instead of acting like mature people, behave like children? Once in a while even grown folks fly into tantrums too.

This is no place for anything like a complete list of the points where parents fail. One writer speaks of nineteen ways of being a bad parent. Sometimes it looks as if she were very conservative. But before we laugh at our neighbors' ways of being bad parents, we might try a single test like this. Do you know Kipling's poem "If" in which he tells the boy what he must be if he is to become a man? Read these lines:

*If you can keep your head
when all about you
Are losing theirs and blam-
ing it on you*

How about parents themselves? Can every father and mother measure up to that test? Or to Kipling's second test:

*If you can trust yourself
when all men doubt you,
But make allowance for their
doubting too*

No need to repeat the whole poem. A single one of Kipling's tests should be enough to make us get down on our knees and confess that we are failures.

The next thing is to get up and begin to work. For one thing, in many instances parents must re-educate themselves out of the bad education they themselves received from their own parents. Some things which their fathers and mothers did, they can still do. Other things—no! Fathers and mothers once upon a time could lay down the law with authority. Children might break the law but everybody told them that the law-breaking was wrong. The day of such widespread agreement has gone. Too many powerful tendencies of the age are against it. The I-am-telling-you method of the autocratic days no longer works. Kings no more rule by divine right but must make good. So must parents. Their former subjects now insist upon being "shown."

Nor, on the other hand, will it do to let the children entirely alone and trust that somehow or other they will turn out all right. Some may turn out quite wrong. The matter is much too important to leave to the mercy of whatever may chance to happen. How foolish it is to expose children to any and every influence but that of the ones who love them best! What the parents must do is to begin very early

in the child's life to give him practice in using freedom. To become one's own master, the most effective help is plenty of practice, accompanied, of course, by counsel and example. Children learn to use freedom sensibly in much the same way they learn how to handle money. If any of us had a lot of money to leave to his children, he could do one of these three things. He could fear that they would utterly

all the necessary steps to getting themselves into better bodily health.

And mental health too. Take that test mentioned a few paragraphs back. Why do people lose their heads? What can they do to prevent it? Being sorry after they have lost their heads is a help; but it is much more useful to learn the mental hygiene which prevents this disaster from being repeated.

One good place to begin is to try to learn how to treat children without being too greatly influenced by our emotions of the moment. If we want our children to get a true sense of value, it will not do to scold them one day for teasing a younger sister and then the next day smile at the same kind of conduct as if it were only a trifle. Yet this is what some parents do. When Father is in a thoroughly good humor, the whole world looks bright to him, and his child's misbehavior is a mere trifle. But suppose he is not in any too good a humor. The stock he bought is falling; or his boss has told him an unpleasant truth. Now when he comes home this matter of teasing Sister is not treated as a trifle but almost as a crime. Is this the way to get a child to stop the teasing? Instead, it is a good way to get the child to watch out for his father's moods, a very different affair from learning to quit misbehaving. That is why mental health for parents is so important. When a mother slaps a child (if at all), does she discriminate between a big offense and a small one; or does the whole thing hang upon the state of her nerves? She needs to see the behaviors of a child not in the light of her own mood at the moment, or as she is affected by the condition of her own digestion on that one day, but just as calmly and dispassionately and objectively as is humanly possible.

Handling the difficulties presented by children requires an almost divine patience and self-control. Sometimes it is better to wait until certain moods in the children have passed because at such moments the children simply do not listen. When a boy is very wrathful or fearful or giggly, the words we speak may literally not be heard at all. Indeed, they may even intensify the mood we are trying to overcome.

One of my students told me this: "I was a very stubborn child. When the mood was on me, my mother would carry on a conversation with me as if everything were all right. Finally I would get ashamed of myself and come out of my spell. And then if she praised me, I would be still more resolved to do better next time. A command or a mean remark would cause me to draw into myself and stay there."

Of all the (Continued on page 29)



waste it and therefore he could cut them off with little or nothing. Or he might leave the money to them and trust to luck to teach them how to spend it. Best of all, he could try, while they were young, to train them how to manage it. The freedom which children enjoy in the modern world is like money. Our best plan is to train them early to employ it wisely.

THIS is much harder than bossing them or just letting them alone. It calls for no end of study and much re-education of the parents themselves. How much of these are parents willing to undertake? For instance, many parents must re-educate themselves into getting themselves into better health. Many a time a mother may fail to give a child needed direction because she herself is just too worn out to take the trouble. Think only how easy it is to scold when one is tired and to imagine that the scolding is doing the child good. It may come at a time when instead it does the child harm. Or a scolding may not even be fair and just at all. It may be nothing more than an outburst of the parent's own nerves. For the sake of the children, fathers and mothers must take



SILHOUETTE BY HELEN HATCH

IUR first letter this month, from Milford, Pennsylvania, is signed, "A mother who feels she is a better mother for having first been a teacher." She writes: "Nearly every teacher is acquainted with Laverne Smith. In fact, as I look back over seven years of teaching experience, it seems she was in every grade I ever taught."

It is fine to have both a teacher's and a mother's viewpoint on our question: *Laverne Smith, aged eleven, doesn't get along with her teacher. She says that the teacher "picks on" her; that she blames her for things the class does; that she does not give her the grades she deserves.* Perhaps the parents of other Laverne Smiths throughout the country will come to see their boys and girls through the eyes of this Pennsylvania mother who places upon the home the blame for Laverne's difficulty at school.

I wonder if they will think she is too severe when she says: "Laverne is often an only child, or one to whom the parents have been partial. At all events, she has been encouraged to 'show off' at home at every opportunity and has been unduly praised, with the result that she has acquired a superiority complex which quickly develops into a self-centered, conceited attitude. At school she craves the same attention she receives at home and, failing to get it, creates a disturbance or resorts to other means of focusing the attention of her teacher and her classmates upon herself."

This teacher-mother points out further the next step in which Laverne is the victim of adult behavior. "The teacher recognizes this type of child at once and finds it difficult to bestow praise or attention even when it is due, because Laverne so obviously demands it."

Is it any wonder that the little girl finds herself bewildered and aggrieved when she goes from a home where she has received undue praise and attention to a school where credit is withheld even when it is deserved? We are not surprised, then, to read: "At home, Mrs. Smith is likely to receive a some-

IN OUR NEIGHBORHOOD

An Exchange of Experiences

Conducted by ALICE SOWERS

what exaggerated account of school events from Laverne who is disappointed and baffled at failing to hold the center of the stage. Mrs. Smith openly criticizes the teacher, pities Laverne, and sympathizes with her; she sends her back to school full of self-pity and the feeling that the teacher 'has it in for her.'

Other comments which have come in have placed more of the blame upon the teacher. Let us keep in mind, however, that whoever is to blame, Laverne is the victim. If only Mrs. Smith and the teacher were concerned, the opinions which they have of each other would not be important. The world is large and each can find congenial friends. But what the girl's mother and teacher think and what they say are important in so far as they affect Laverne. She must spend a great deal of time with each of them. Her education

ELEANOR SAYS "NO"

Whenever any one tells Eleanor Babcock, aged two, to do something, she stiffens and says, "No." To all questions—such as "Do you want a drink?"—she gives the same answer even though she accepts the offer.

Won't you discuss this at home, in your neighborhood, in your study groups, or at your parent-teacher association meetings, and write us what causes you have found in similar cases? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before April 10. They will be printed in the June issue.

is the job of both the home and the school. If she is to get the most from her school experience, if she is to be happy there—and that is important—she must go to school thinking her teacher is a fine person and her friend. It is the dual responsibility of the parents and the teacher to see that this is true.

All this leads to one conclusion—parents and teachers need to discuss such problems calmly, reasonably, objectively. After all, parents and teachers are people; none is perfect. Nor do all the faults lie in either the home or the school.

What, then, can Laverne's parents do? First of all, they must remember that they have heard but one side of the story. Sometimes parents say, "I would not believe it but several of my daughter's friends have told me the same story." Parents with an understanding of children and a knowledge of their almost unconscious desire to dramatize themselves, will look further for the causes of misunderstandings with teachers. Such a parent will think, "I wonder what she has said at school about us," knowing full well that children love a good story and quite easily cross the boundary between fact and fancy.

Next, Laverne's parents will talk with her teacher. They will not approach her with fire in their eyes and an attitude of "we know you are wrong and we are going to fight to the finish." Nor will the teacher meet them with antagonism and an air of "I must stand pat, right or wrong." Rather, they will come together with a real desire to bring out the facts and to solve their common problem. Perhaps, during the conference, Laverne's parents will come to see the need for changing home practices and attitudes; perhaps her teacher will come to see a better way of dealing with Laverne. Certainly both teacher and parents will leave the conference better acquainted and more able to provide for Laverne better opportunities for her best development.



A PLEASANT VENTURE

for

BOYS and GIRLS

WHO was the woman who came to my schoolhouse years ago? To me she will always remain a nameless but important influence on my entire life. She stood before us six-year-olds and held in her hand a leaf.

"What is it?" she asked.

"A leaf from a tree," I proudly ventured.

"Of course," she said, "but what kind of tree?"

This was the first time I knew that plants had names.

Another of my schoolfellows, however, raised his hand and said, "It's a maple."

The woman who stood before us seemed like a person from another world to me, for never before had I seen a person dressed in dead black and wearing a mourning veil.

"You would think it was a maple," she answered, "but notice that the end of the stem of the leaf is hollow and fits over the bud. Whenever you see a leaf like this which resembles a maple leaf, it is from a sycamore or a buttonball tree."

I never found out who this woman was and none of my teachers could remember her, but from the moment she brought this lesson and then returned two weeks later with a box of honey, and, as we ate it with toothpicks, explained how the bees made it, I felt that after all education was worth while and I was glad I was in school. Through all the years I made up my mind that every boy and girl should have the opportunity of understanding and appreciating the im-

by **ALFRED C. HOTTES**

DRAWINGS BY MIRIAM SELSS

Photographs by
ANNE SHRIBER and DORIS DAY

mediate world in which we live.

I wonder why we constantly teach our boys and girls about things so foreign to their daily lives and yet neglect telling them of the flowers by the wayside, the trees in which they play and have their swings. I wonder why natural history is not more important than English history, why the economy of nature is not as important as civics. For we generally reason from the known to the unknown.

Through America we are realizing the importance of gardening for children. We are realizing not only that the fundamental knowledge of nature and gardens contributes toward an appreciation of these things all through our lives, but that it also teaches us some of the fundamental lessons which keep us in tune with the universe.

Children of all ages have some interest in flowers. Even babies are attracted by their colors. As they grow older their natural interest needs encouragement. The whole world needs interpretation—it needs counselors and leaders with visions for child education. If you are a teacher you might be inspired to organize a small group of like-minded children into a garden club. If you are a parent you will be inspired to see that your boys and girls

are given some opportunity for gardening. The salvation of our nation politically and socially depends upon injecting the right ideas into the youth of today. The city of Chicago realized that its parks could be a credit to the city only when a new generation had constantly had the idea injected into their growing intelligence. We shall contribute much toward developing a more beautiful America and we shall make for happier home lives when our boys and girls are given some homely advice on the importance of knowing about the simple happenings in nature.

FIRST, as soon as any child shows an interest in plants tell him the simple names, explaining that plants have names even as persons or pets. Point out the snapdragon and show how much the flower resembles the mouth of an animal, perhaps the dragon. Tell him that the word *gladiolus* is derived from the same word as *gladiator*; that *calendula* comes from the same word as *calendar*, which is *calends*, throughout the months, and the *calendula* blooms every month. Point out that the cockscomb really resembles the comb of a fowl, and that the name for *delphinium* derives from the dolphin because the buds resemble that aquatic animal. *Columbine* has always been the court jester, who wears a cap which resembles this flower. We might go on almost interminably mentioning how flower names can be made interesting to boys (*Continued on page 26*)



PLANNING THE SCHOOL

A GREAT many parents dread to see summer come. While school was in session the children over five or six had a pretty full program. The younger ones at home were quieter and less quarrelsome, with the older children of the family and neighborhood away. There were fewer problems during the school day, as a rule, and less strain upon the mother's nerves.

For our physical and mental health, as well as the health, safety, and character of the children, we parents need to do considerable planning for these children's summer days. In proportion to the total population, relatively few mothers will be freed from the constant care and supervision of their children.

YOUNG CHILDREN

Most young mothers who go touring or spend a week or two away from home in summer have young children with them. To care for infants, guide toddlers, and manage runabouts and young school children away from home often is a harder job than it is at home. For the average mother whose children under eight or ten go with her, a vacation may mean only a change of scene. Sometimes she wishes she were at home, instead.

But even on going away from home with young children, thoughtful

planning by cooperating parents can do much for the happiness of the entire family.

If I were sure the father read this, I should feel constrained to beg him to arrange that the children be well cared for so that their mother, especially if she has small children, may enjoy a complete vacation—one entirely away from the children. If it could not be for a month or a week, it might be for several week-ends, at least. Think of the scores and scores of fathers who spend weeks and weeks in summer in the woods or on the lakes and streams relaxing, while their weary wives stay at home, or live near by in a cottage or hotel, at best, with the children. Nevertheless, more dads are widening sports to sportsmanship.

It is good even for babies and young children, when they receive the proper care, to have the mother away from them for some time; certainly good for children old enough to look after themselves.

SUMMER CAMPS

Very fortunate is the boy or the girl over ten or twelve who can have one or several seasons in a well-directed camp. The experience affords good weaning; makes the child feel less dependent on his parents physically, mentally, and emotionally; helps his father

and mother also to acquire perspective and to act toward him thereafter more objectively. There are in addition the gains for him in getting along with others of his age.

Many a child, alas, whose parents' purse permits his going to a summer camp, won't go because they couldn't think of having him away from them so long; or he sticks so close to Dad and Mother that he could not be happy away from home, especially since the other boys at camp would be strangers to him.

If you have the wherewithal to finance your child for several weeks in a summer camp, and can be convinced that he should have this opportunity for wider growth, be too proud and self-respecting to allow your whims or his to thwart your purposes. Make sure that the camp selected is a wholly healthy place and well conducted. Lay plans early. Refer to the date for going to camp as you refer to the date when school begins. Entertain no doubts yourself, suggest none to the child, about his going.

Thanks to Boy and Girl Scouts, Camp Fire Girls, the Y's, and other character-building groups, many children otherwise denied camp experience can now enjoy it for short periods, at least. Nevertheless, most of the children of camp age will be denied this privilege of summer camp. Some



PHOTOGRAPHS BY H. ARMSTRONG ROBERTS AND EWING GALLOWAY

CHILD'S SUMMER

by
**GARRY CLEVELAND
MYERS**

day we shall evolve a public education scheme whereby short periods of summer camp life will be made available to all children.

CHILDREN AT HOME

Now a word about the several million school-age children destined to remain at home all summer. They are the ones for whom thoughtful planning is exceedingly desirable. The trouble is, we parents are inclined to trust to chance and let things work out themselves. Although things do turn out exceptionally well sometimes, they would in most instances work out a whole lot better with some careful planning.

There are few families which cannot go out for a camp dinner together. If they lack transportation, most of them, except in large cities, are in walking distance of a park or safe open place. The family with a car has wide opportunity to go out together often. There is no better occasion to give the boys and girls over eight or ten the privilege of building the camp fire and preparing the meal. And they do it eagerly. Moreover, they like to help select and buy the foods; some are able to do the shopping alone.

Parents who own cars might also be thoughtful of those families that have no car. What opportunities there are to do good for other families less

favored financially, by providing ways for them and their children to be out in open places on summer afternoons and evenings! Many an only child finds wide avenues to be with others of his age when his father or mother takes him and a group of other children out for a simple picnic meal.

In all outings with our children or other people's children, it is essential for their moral education that we carefully respect all property rights and see that the children do so too. There is more to character building than in merely finding self-expression and the opportunity to enjoy fun with others.

For the school-age children, let there be a general program for the day when each will have a few responsibilities from which he cannot easily escape. The more definite and regular his home duties are, the better. Just as a child should know the periods of time when he must do things about the house, so he should know the period he can always count on for uninterrupted play. For children under high school age there should be a quiet period of an hour or two in the afternoon when they relax indoors, on the porch, lawn, or at quiet amusement. No time then for playmates to be present.

Some parents provide play equipment for the back yard where other

*Dr. Myers Concludes
the Parent Education
Study Course with
Helpful Hints to
Parents*

children are made welcome, so long as a few reasonable rules of conduct are observed. Sometimes a number of parents will join together to supply play materials for the children of the neighborhood, on a vacant lot.

Children with the necessary interest, background, and guidance can find hours and hours of wholesome amusement over periods of weeks at a stretch around some dramatic project they put on in the home or garage or on the lawn. The home workbench for children, shared with a few playmates, can afford good pastime for many a child. Don't overlook adventures at cooking and baking for boys as well as girls.

Thanks to the stimulation of the modern school in creative activities, children from five to twelve can spend

hours and hours with crayons, pencils, paints, scissors, paste, and at making playthings from cardboard boxes and many other things usually thrown away. Many individual children can be turned to quiet self-amusement through development of interest and skill in certain crafts such as carving wood or making things from leather, cloth, or metal. Such hobbies as collections for a home museum have great possibilities. When interest in a hobby comes through a parent who participates, delightful comradeship is a reward.

Blessed are those children whose

1. What new problems come to parents with the beginning of summer vacation?
2. Show how the mother of young children practically never gets a vacation as long as she has the children with her.
3. What are some personality and character values to be gained from summer camp experience?
4. Suggest a program for children under twelve who will be at home practically all summer.

parents seem to have no end of resourcefulness by way of suggesting things which they and their playmates can profitably do for pleasure and will choose to be engaged in over extended periods of time.

Suggested Reading

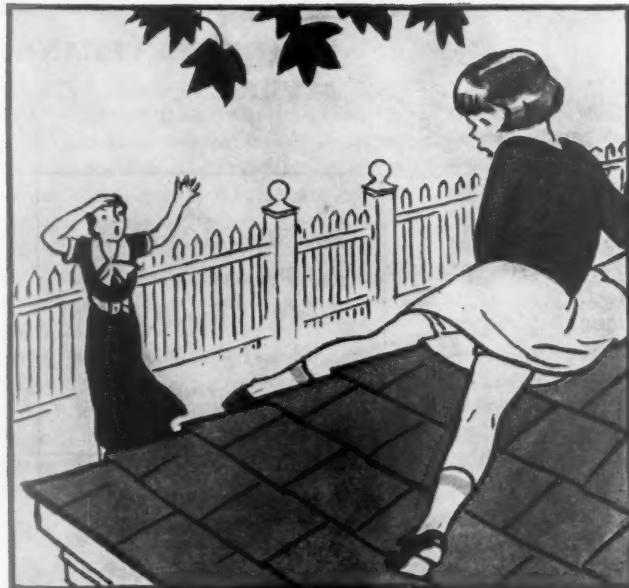
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IT'S UP TO US

What Children Do

By Alice Sowers and Alice L. Wood

Drawings by IRIS BEATTY JOHNSON



"Rachel! Don't fall!"



"Hold tight, Louise. I'm coming."

Louise is more apt to be safe *Because*

Her mother has calmly suggested to her the thing she wants her to do—to hold tight. Rachel's mother might just as well have said, "Oh! Fall!" The "Rachel! Don't," shouted in a loud voice, attracts the little girl's attention and perhaps frightens her; then when her mother adds "fall" that is just what she is apt to do. Louise, secure in the knowledge that Mother is coming to her rescue, will most likely "hold tight."



JUST SITTING

**An Explanation of the Far-Reaching Effects of
Posture Habits**

by HENRY EASTMAN BENNETT

IT MAY be rather far-fetched to say that traits of character depend on the curves of the spine. Still, we are all accustomed to judge persons, and quite unconsciously we react to them according to how they sit, stand, and carry themselves. One's physical bearing consists mostly in the way one's spine is poised. Military training is supposed to develop soldierly qualities through the straightening of backs and squaring of shoulders. A commanding presence no more goes with a stoop or shuffling gait than the tucking of his tail between his legs indicates a ferocious dog.

How did those mechanical terms *straight, upright, poised, well-balanced, level-headed*, and the like, come to be descriptive of moral qualities? Certainly not through any influence of geometry or physics, but because of an almost invariable association observed between the traits they suggest and the body postures they describe.

The explanation of this association is that the physical postures are not mere signs; they are actual factors of the character traits. Interest in what is going on; the power of sustained attention, and hence of accomplish-

ment; the consciousness of ability to meet situations, and hence self-reliance, confidence, and decisiveness; a sense of physical well-being, and hence poise, cheerfulness, and a kindly attitude toward the world—many such traits depend on physical vigor and the proper functioning of the digestive, circulatory, and nervous systems. Few of us realize to what extent the functioning of these organs is affected by the habitual curve of the spine. This, in turn, is primarily a matter of one's habit of sitting. Many of us sit through most of our waking hours and probably all of us sit through many more hours than we stand or walk. One's way of sitting inevitably becomes a habit, and one's habit of sitting directly affects vital processes, general vigor, efficiency, and joy of living.

This is peculiarly a problem of childhood because children are engaged in one of the most sedentary of occupations, attending school. During the growing period sitting habits are "bred in the bone" and fixed in the muscles. If right ideals are not then instilled, the child becomes so hardened in sitting sins that there is little hope for sedentary salvation. Good

habits of sitting posture are as readily teachable as are good habits of speech; and the bad sitting habits are about as difficult to unteach. It hardly needs the teacher's frequent admonition to "sit up and pay attention" to remind us that sitting up and paying attention are almost inseparable. Alertness is marked by erectness, as slouchiness of body and of mind go together. The way a child sits during his working hours has a surprisingly wide and intimately close relation to the success of the school work in itself and to many of the results which the school work is intended to accomplish.

HOW SITTING POSTURE AFFECTS HEALTH

THE way one sits through many hours of the day, and day after day through months and years, really has an important effect on general health and vitality. It is easy for an alarmist to show how habitual slumped posture is directly conducive to various pulmonary, cardiac, intestinal, and pelvic disorders. It is wiser, perhaps, to insist that bad posture seriously lowers one's resistance to many such trou-

bles. But let us think of bad sitting simply as an important factor in general vital depression. The world depression is sufficiently familiar and sufficiently alarming for our purpose. Depression has the same meaning here as in economic and financial connections—a general slowing down of functions with a temporary suspension of some and the lack of balance and coordination among others. The essential characteristic of bad posture is that it involves the compression or displacement of vital organs in the trunk. It makes their functioning slow, difficult, or impossible.

The accompanying drawings will serve to illustrate the essential difference between good and bad sitting. Note in Figure 1 that the spine is poised squarely upon the pelvic frame

Thus the key to good posture is wholly in the proper alignment of the pelvis with the spine. It is invariably indicated by the hollowing of the spine at the small of the back and by the backward hang of the shoulders. In standing the pelvis may be tilted too far forward, as in lordosis or "sway-back," but this does not occur in sitting. So long as the pelvis does not tilt backward on the seat, and the spine is not twisted, the sitting position may safely be regarded as wholesome. One may recline far back in an appropriate chair or lean forward over a desk, but while that hollow in the small of the back indicates a right relation of spine and pelvis one may be sure that his posture is favorable to the vigorous functioning of all the body organs.

of all kinds should not be so designed that the sitting which is most wholesome and invigorating should not at the same time be most comfortable, and completely restful. As long as we continue to buy chairs for their period style, covering materials, colors, or mere bigness and softness, manufacturers will continue to make them in complete disregard of human anatomy, and we shall continue to squirm and twist in them and make our sitting hours contribute to weak backs and lungs and lowered vitality. It is astonishing how simple are the essentials which make the difference between a good chair and a bad one. Except for most automobile seats, a few of the better upholstered theater seats, and some of the modern school seating, properly designed chairs are as hard



Figure 1

and the body weight is carried by the bony structure without any muscular strains. Essential to this poise is a decided forward curve at the small of the back, just above the pelvis. In this position the lungs are well expanded and deep breathing is assured. The heart, stomach, intestines, and other organs are supported and protected in their normal positions with abundant space for full and vigorous functioning. Nature has every chance to do her best.

Figure 2 illustrates the characteristics of all forms of slumped sitting. The pelvis is tilted backward and the body weight carried by the spine is applied far behind the point of support on the seat. The lumbar section, "the small-of-the-back," is curved backward instead of forward. In this position the shoulders necessarily droop forward, the chest is flat, the lungs are compressed and pushed downward, the heart and stomach are displaced downward under pressure. The intestines, no longer held in place by the abdominal walls and crowded down from above, are displaced, with numerous kinks and stoppages, and are forced into the upturned pelvis with the danger of serious injury to delicate organs.

Figure 1 shows the position of the skeleton in correct posture, in which the spine is poised squarely upon the pelvic frame and the body weight is carried by the bony structure without any muscular strains.

Figure 2 illustrates the characteristics of all forms of slumped sitting, in which the body weight carried by the spine is applied far behind the point of support on the seat.



Figure 2

WHY WE SIT BADLY

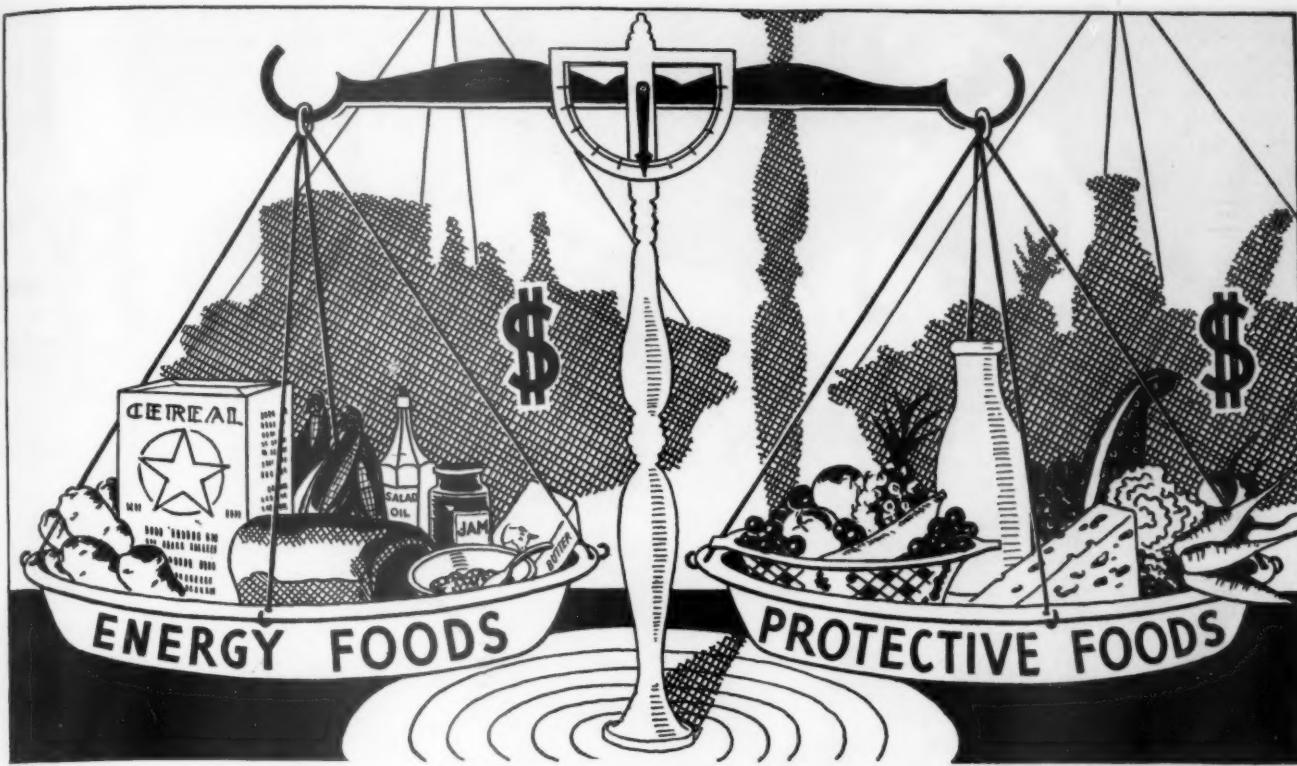
WHETHER or not this position is fatiguing depends altogether on what one is sitting on. If the seat is too high, or too deep front to back, or lacks a reasonable backward slope, or has some elevation at the rear which tends to slide one forward, the maintaining of a good position will probably mean a continuous struggle against gravity and sooner or later gravity will win. If the back of the seat makes contact with the body at the shoulders and buttocks, as most of them do, instead of in the small of the back; or if it is not properly sloped with reference to the seat, the first relaxation of the back muscles will probably mean a sag at the middle and a sliding down into a slump, as shown in Figure 2. It is a fairly heroic procedure to maintain an erect sitting posture when the shape of the chair and the law of gravity are conspiring to prevent it. It can be done and is often done by those who are more concerned with health, vigor, and appearances than with the temporary restfulness of slouching. It does make one look a bit stiff and prim but it commands respect, at that.

There is no real reason why chairs

to find as gold nuggets.

In the realm of school seat designing there has been consistent scientific progress, the proof of which may be observed in those which induce the child to sit well back in the seat, which supports the small of the back and is at the same time comfortable and well made. Modern school seats are fairly effective in securing good sitting posture, but at best they are hard work-seats and not intended for relaxation. Some day we shall be humane and farsighted enough to appreciate the wisdom of having these well-designed seats comfortably upholstered. We may even come to appreciate the important contribution which a good tilting chair would add to economy in learning and to the joy of youthful living. But for the present it is task enough for parents and educators to secure for school children seats which are conducive to upright sitting and which are not positively and distressingly tiresome.

Even in this limited space it would be wrong to consider good sitting posture as related only to the functioning of the internal organs and general vitality. In practically all school work eyestrain is largely the result of improper seat- (Continued on page 33)



DRAWING BY BLY STUDIOS

B A L A N C E THE DIET as well as THE BUDGET

by L. Jean Bogert

LET me explain this simple, short-cut way of thinking of foods, which will help you in planning well-balanced meals for yourself and family.

Certain foods are useful primarily for the energy which they furnish. The body must have fuel to perform its daily work and to keep warm. One who takes too little of the energy-giving foods will have to burn his own tissues for fuel, and so will lose weight. Conversely, a person who is taking too much of the energy or fuel foods will put on weight. So watch your weight to tell whether you are eating too much, too little, or just enough of these foods to meet the needs of the body for energy. Adults aspire to keep at a stationary weight, but children must have enough of the energy foods to make steady gains in weight.

FOODS WHICH PROVIDE ENERGY

STARCHY foods like cereals, bread, and the starchy vegetables (potatoes, corn, peas, and beans) are among our best and cheapest energy-bearing foods. Granulated sugar furnishes more fuel or calories for a cent than almost any food we have. Concentrated sweets such as candy, jams, preserves, honey, and sirups are also

high in fuel value, though not so inexpensive. Pure fats, such as butter, margarine, shortenings, and salad oils, yield two and a quarter times as many calories (units of energy) as an equal weight of starch or sugar; hence fats are our most concentrated fuel foods. All foods rich in fat—such as cream, bacon and other fatty meats, salad dressings, pastries, gravies, fried foods, nuts, cocoa, and chocolate—are necessarily high in energy value. However, fatty foods are apt to be expensive and to upset digestion, so that we have to use both them and the concentrated sweets with moderation, falling back on the starchy foods for much of our energy supply.

FOODS WHICH PROVIDE PROTECTION

NOW what do we mean by protective foods? They are foods that are low in energy value, but furnish other elements which are just as much needed and which are sparsely provided by the fuel foods mentioned in the above paragraph. If we ate only foods made from the cereal grains, sugar, and fats, we might gain in weight but would certainly lose in health. Children cannot grow on such a one-sided diet. We have all seen fat,

flabby children and adults who were yet evidently malnourished—pale and anemic looking, with poor teeth and bones, easily fatigued, and succumbing readily to infections. This is because their diet has been drawn too exclusively from the energy foods and not enough from the protective foods.

Protective foods furnish the vitamins, mineral elements, and fiber which are so essential for growth and good health. Adults require these substances as well as children, though the latter need them in greater amounts in order to make good growth and build strong, healthy tissues. Pregnant or nursing mothers may need two or three times as much minerals and vitamins as the normal adult. Fiber is needed to promote bowel movements and the intestinal hygiene which is indispensable for health. Interesting as it is to know about the individual vitamins and mineral elements that are needed and what special task each has to perform in the body, it is not necessary to think in terms of all these separate factors when planning the family meals. If you know the protective foods as a class, and see that these vitamin- and mineral-bearing foods are generously represented (Continued on page 32)



THE NEED for

*What Improved Housing
Means to the Country, Social-
ly, Physically, Economically*

THE PARENTS AND TEACHERS of America, entrusted with the rearing and education of the young, cannot fail to appreciate the social and economic importance of housing. The physical environment into which a child is projected at birth and under which his early plastic years are spent has long been recognized by thoughtful persons as a modifying, if not a determining, factor in his mental, physical, and social structure.

Home is a sacred word to the mass of Americans. Probably no citizen of the United States would deny to any child the right to a home that is conducive to his health, safety, and normal growth. Nevertheless, there are vast numbers of children in every section of our country who are obliged and permitted to grow up under conditions which constitute an unceasing menace to their general well-being. From Canada to the Gulf, and from Maine to California, the dwelling ac-

BETTER HOUSING

By HELEN ALFRED

commodations of wage-workers in the lower economic brackets are consistently unsanitary and substandard. In the large industrial and trade centers; in cities, towns, and villages; and even in many rural areas, the only housing at really low rentals is bad housing.

Because it has not paid private enterprise to provide homes of modern standards at low rentals, two-thirds of the population have been relegated to outworn and cast-off dwellings. Even here rents charged are relatively high, overcrowding becomes the prevailing condition, and minimum standards of housing accommodation are rarely conformed to.

Laws to regulate slum conditions are placed upon statute books, but enforced in only a shockingly small percentage of cases. As a matter of fact, renovation, in accordance with the rigid enforcement of remedial legislation, would be inadequate in the vast majority of cases, and nothing short

of demolition and reconstruction is to be sanctioned.

The close correlation between housing and the health and social behavior of the people becomes daily more apparent. In its survey of housing conditions as a background of "cases" investigated, the New York Crime Commission has thus described one slum area in New York City:

"Families were crowded together in dark, ill-smelling apartments and were unable to find better quarters. Many landlords were taking no care of their apartments. In some cases there were no janitors and the stairs were never cleaned except by the tenants. In every block apartments had been allowed to run into decay. The roofs leaked, the plaster was falling off the walls, and the stairs needed repair. The water did not run; the landlord refused to paper the dirty walls. The rubbish collected in the basements. A few houses had toilets in the apartments; the ma-

jority had toilets in the hall. Many of the houses still had toilets in the back yard. Few of the families had bathtubs. The washtub is used, when necessary, it was stated."

Such conditions obtain throughout the country. Few communities are free from sordid slum districts, which take their toll of infant mortality, juvenile delinquency, and crime. The United States Children's Bureau, in making an exhaustive study, in 1925, of the causal factors in infant mortality, examined conditions in eight cities where widely different housing conditions obtained. It discovered that where families had fewer than one person per room the death rate was 52.1 per thousand, as compared with 94.9 per thousand in families in which the average was between one and two persons per room, and 135.7 per thousand in families in which the average rose to two or more persons per room.

Reporting on a recent survey of slum areas as breeding places for delinquency and crime, Langdon W. Post, chairman of the New York City Housing Authority, recently stated:

"Behind the Dillingers and the Diamonds, the Gerald Chapmans and the Pretty Boy Floyds

there stand the slums. Our report reveals these sections as initiating and fostering the most vicious type of crimes. They also show consistently high rates of juvenile delinquency."

Commissioner Post claims that the slums, with their lack of space, their lack of proper home and recreational facilities, are largely responsible for the fact that nearly twice as many persons per thousand living in the slums are arrested for serious crimes as in areas of standard housing.

Bad housing conditions, although they have existed in the United States for many years, have only recently come to be recognized as a great social issue affecting the lives of millions of people. During the depression the re-housing of the lower income groups has emerged as a national problem, presenting a challenge probably as vital and important to the nation as the depression itself. In every part of the country the people have become sharply conscious of the need of a planned and organized housing policy.

The National Public Housing Conference has been instrumental in organizing protest against those sub-standard conditions of life under which

one-third of the population of the United States is forced to exist. Through conferences held in various sectors of the country the organization has brought to the attention of public authorities, representatives of organized community groups, labor delegates, and those professionally interested the human and economic waste inherent in the maintenance of the existing slums.

The work begun under the Housing Division of the Public Works Administration by the federal government has produced thirty-nine projects for which money has been appropriated, land acquisition begun, and, in some cases, actual construction started. In

viewpoint from another approach when he said, addressing the New England Conference on Slum Clearance and low-rent housing, "Public housing offers the greatest single possibility for the re-employment of both capital and labor in the nation at the present time."

SLUM reconstruction in New York City, long despaired of by the faint-hearted, will enter the realm of reality with the clearance of a twenty-two-acre site in the Williamsburg section of Brooklyn, long one of the most notorious slums in the five boroughs. With the acquisition of the remaining 36 per cent of the property to be assembled, actual construction will begin; when completed, the project will rehouse 2,500 families. Local agitation for a number of other projects in Harlem, the lower East Side and Hell's Kitchen, assures a continuation of the program in New York.

Montgomery, Indianapolis, Detroit, Washington, Cincinnati, and Cleveland are all to be numbered among the thirty-three cities whose housing projects have been approved by the Housing Division. Although construction of the housing projects al-

ready approved will exhaust the original appropriation meted out to the Housing Division, there are strong indications that vastly increased funds will be made available to this department during the seventy-fourth Congress. A letter from President Roosevelt to the National Public Housing Conference confirms this. Writing of the work so far accomplished by the Housing Division, the President said, "I feel sure that our modest beginnings may be regarded as no more than the first steps in a great and permanent campaign against those appalling slum conditions in which a third of our population is now forced to exist."

From its inception the National Public Housing Conference has recommended the decentralization of housing control, to the end that municipalities, with the aid of federal loans and subsidies, might initiate, develop, and manage their own housing projects. Although the Housing Division of the Public Works Administration has proceeded as a central agency thus far in its brief existence, there is evidence to indicate that decentralization is one of the long- (Continued on page 28)



America is just awakening to its obligation

Chicago an area encompassing thirty-seven blocks of the worst slums in the city is being acquired by the government; clearance and reconstruction will begin as soon as full title has been acquired. The plan of the Housing Division is to adapt all housing schemes to conform to local practice. The development in Louisville, for example, is taking the shape of two- and three-story houses, each with its individual porch and small garden.

The announcement by Secretary Ickes that as Public Works Administrator he could use from one and one-half to two billions in federal funds for housing projects during the coming year is in strict accordance with the sentiments expressed by him in a recent letter to the National Public Housing Conference. Referring to the limitations imposed on the Housing Division by the insufficiency of the funds appropriated to the department, the Administrator stated that the building program for low-rent housing already begun "should be regarded as no more than the first step in a vigorous, continuing program." Mr. Dwight L. Hoopingarner, associate director of the Housing Division, confirmed this

THE ROBINSON FAMILY



DRAWING BY
ROBERT LENNEN

ANY kind of construction work fascinates me, but above all the building of a bridge. Just now a very fine new bridge is being built across our river, and it is my habit, if time permits, to stroll by there every day. One afternoon this week, just about sunset, I had stopped to admire the effect of the steel girders outlined against the sky, when suddenly a voice exclaimed, "Got you, Doc!" I looked round in amazement—and there was young Jack Robinson with a grin on his face and a folding camera in his hands.

"You young—" I began, but Jack snapped his camera into its case and linked his arm in comradely fashion in mine.

"Pretty fine, isn't she?" he remarked, nodding toward the bridge. "I got a couple good shots just before you came along," he continued, and then, with the devastating frankness of youth, "and I took you just to finish up the roll!"

"Very nice of you," I told him, "but why the sudden interest in photography? Or isn't it sudden?"

"Kind of," admitted Jack. "Aunt Lucille gave me this before she went away," patting the camera which was

LEISURE-TIME ACTIVITIES

by S. J. CRUMBINE, M. D.

slung over his shoulder, "and I've joined a sort of photography club here in the city. There are just a few of us, and we do all our own developing and printing. Try out stunts, too—you know, trick shots, light and shadow effects. And I've sold some of my pictures," he added proudly.

"You have?"

"Sure. A fellow at school has an older brother who writes for trade magazines, and he's always wanting pictures to illustrate 'em. So he lets me help out. It's interesting work, you know."

"It must be," I agreed.

"What I'd like to do best," volunteered Jack, "is aerial photography—maps, movies taken from the air for the newsreels—that kind of thing. Some day I will, too."

I shouldn't be a bit surprised if he does. Meanwhile the boy has made a beginning, and incidentally is laying the foundations of a hobby that may well serve him all his life. I am a firm believer in hobbies for both adults and children. Jack has chosen well in that his hobby can be enjoyed in city surroundings as well as elsewhere. Photography gives him a chance to use his imagination as well as his manual dexterity and his intelligence. He can work at it alone if he feels like being alone, yet it has already led to contacts with interesting people. And last but not least, it provides both indoor and outdoor entertainment. What more can any one ask of a hobby?

A few days after meeting Jack I saw Mrs. Robinson and told her about the impromptu portrait. She laughed and explained that neither family nor friends were safe now from Jack's camera.

"However," she said, "both his father and I are pleased at his interest. We've always encouraged the children in their various hobbies, though

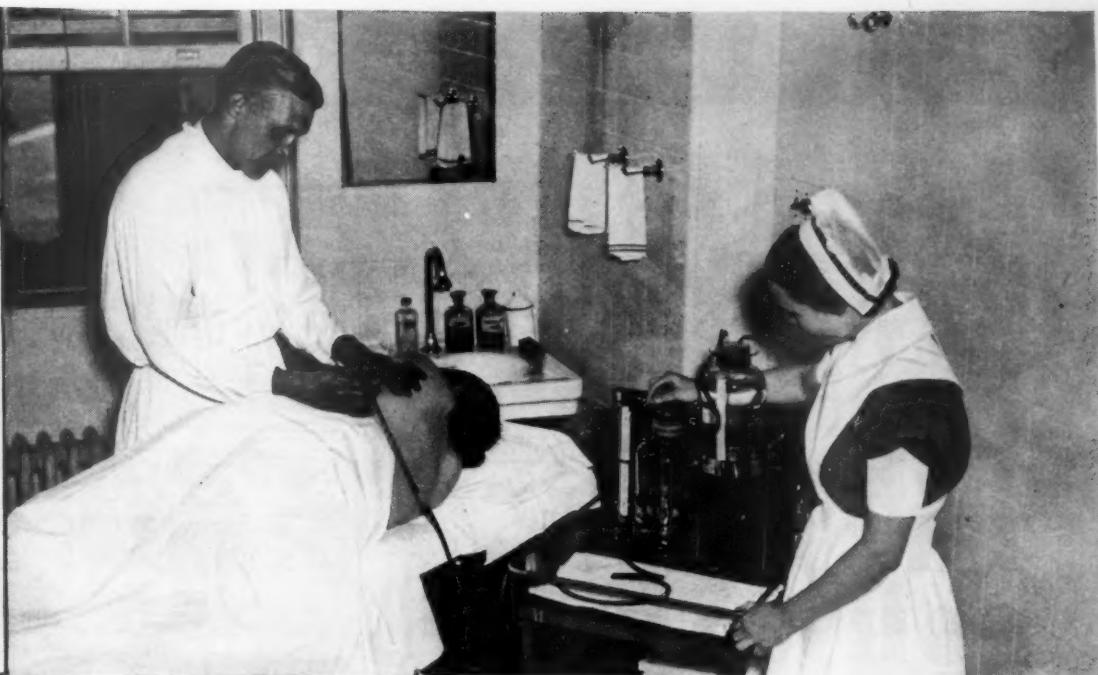
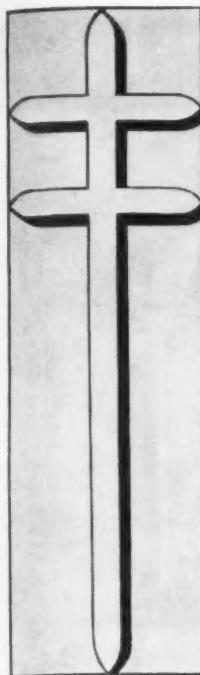
I never used to know when I'd find Jack's pet grass snake curled up in his bed, or Mollie's pressed flowers in my newest book." She shook her head at the thought, and then added, "You know, Doctor, it took me several years to realize that a child's point of view is different from a grownup's. I used to scold the children for things like that, till it suddenly dawned on me that if Jack had a good cage for his snake he wouldn't have to keep it in his bed! And if Mollie were allowed to use the old, discarded encyclopedia set to press her flowers in she wouldn't take my books."

Mrs. Robinson is quite right. Parents can do a great deal to encourage a child's natural interests, not by interfering or forcing but by an occasional helping hand and a sympathetic attitude. It takes a good deal of patience, especially at the stage when a youngster develops a new interest every few months. We are often tempted to think that he should choose one thing and stick to it. But that's not the way for an immature mind to develop, is it? And how can any one choose unless he has discovered a variety of interests from which to choose?

I asked Mrs. Robinson if the rest of her family had special interests, and she assured me that they had. Mollie has her music, which has led to a place in the school orchestra and a new appreciation of the radio. She has also discovered the music libraries in the city—something she could not have enjoyed in their former home.

Nancy is still at the collecting stage. Before they moved to town, Nancy had begun to collect wild flowers. Since there are no wild flowers in the city, Nancy has transferred her attentions to dolls, especially paper dolls which she makes for herself. She has paper dolls representing nearly every country in the world and loves fitting them out with new paper dresses.

Baby Tom has no hobby yet, unless perhaps it's a taste for getting into mischief on (*Continued on page 31*)



PHOTOGRAPHS COURTESY NATIONAL TUBERCULOSIS ASSOCIATION

Using one of the newer methods to give rest to the lung

MODERN METHODS OF FIGHTING TUBERCULOSIS

"If preventable, why not prevent it?" are the famous words uttered by King Edward VII when, in 1898, as Prince of Wales, he was asked to become head of the newly formed British National Association for the Prevention of Tuberculosis. We may ask the same question today.

Great strides have been made in the last forty years against this disease which for thousands of years has plagued the human race. It has been beaten back from first place to seventh in the general mortality rate. But when we examine this rate by age groups we find that tuberculosis is still the leading cause of death in the most promising and fruitful years of life, fifteen to forty-five. And more appalling still, we find that between the ages of fifteen and twenty-four almost twice as many girls as boys die of tuberculosis.

What can be done about it? How can parents protect their children against this preventable disease? Since infection usually takes place during childhood, it is then that protective measures should be taken. Tuberculosis is a long-enduring disease and deaths which occur in the years of adolescence and young adulthood are merely the harvest of the seeds planted in the child years before.

First among the protective measures, become acquainted with the facts

*In This Article by
LOUISE STRACHAN
We Learn How Parents Can
Protect Their Children
Against This Preventable
Disease*



Giving the tuberculin test

about it, and dismiss forever those old ideas that have been proved false. Tuberculosis is *not* hereditary. It is *not* incurable. It is nothing to be ashamed of. It attacks rich and poor alike; people in all walks of life suffer from it. Bear in mind always that it is a

preventable and curable disease, and that the application of knowledge we now have regarding it will conquer it.

Tuberculosis is caused by a germ—the tubercle bacillus. It usually lodges in the lung, although the disease may occur in other parts of the body. Infection takes place as a result of continued exposure to a person who has the disease in active form. Children coming in contact with such persons are likely to breathe in or swallow some of these germs which a patient exhales or coughs out in large quantities. Dried dust containing the germs of a careless spitter may be directly inhaled. Kissing or caressing a child may be the means of passing on the germs to him. Drinking cups, spoons, or food handled by a person having tuberculosis are dangerous sources of infection.

One of the interesting and curious things about the disease is that one may have it without showing any physical signs. This was not known until recent years. In the old days a continuous cough or loss of weight aroused suspicion. Then, too frequently, the disease was too far advanced to be cured. Now we know that tuberculosis may be found among apparently healthy children. Boys with well-developed tuberculosis have been found playing on high school football teams. (Continued on page 30)



THE FORWARD-LOOKING



NURSERY



by FILBY EDMUNDS

At an early age the child can be made aware of the fact that each of his belongings has a "home spot"

THE time has come for some one pugnacious with sympathy to state publicly in behalf of the mother-of-the-very-young, "Yes, my dear, you are justified in wanting to scream—often."

No argument is needed to remind one how very unjustified would be the acceptance of this implied offer to take the lid off the barrelful of hideous noises that a mother occasionally feels churning within her. Yet in these days of understaffed or entirely maidless homes, with the family feeling perhaps a little cramped in quarters and definitely crimped in budget, special attention must be given the matter of nerves, or frequently the air will be rigid with the screams of the young, and those (inaudible) of their mother!

A serious condition is this, with consequences that reach much further than the mere extra-weariness of the entire family at the end of each day. Indeed, a mother is confronted at this period (when dealing with small children) with the choice of five years later finding herself with a permanently irritable, ill-adjusted household, or with a cooperating group of mutually respecting individuals. Put your child

in a room of his own, in the midst of his own interests and away from yours, and you will have taken a most important step toward happy family adjustment for the present and the future.

This room is to be a separate, if small, domain of which the child may feel himself master. Most of the furniture should be comfortably in scale with his Lilliputian requirements, all hazards should be removed to obviate parental "don'ts," and there must be semi-seclusion from the adult activities of the rest of the house. This last, it is agreed, is one of the most important psychological factors in encouraging the normal, happy development of small individuals, not to mention the tremendous extent to which it simplifies the problem of the busy mother.

Making the nursery all that it should be to mother and child is within the reach of every family, provided two requirements are met: First is sunshine; and second, the provision that no adult share it in the sense of using it as a dressing room, sitting room, or bedroom. However, another child of the family may be partner in ownership of these special living quarters.

In fact, if in the household there are two children under seven and two rooms are available for their own special use, it is preferable that the partnership plan be followed in both rooms, using one as a night nursery and the other as a day nursery, after the English fashion. Quiet, even for the tiny baby, is not the necessity that many suppose it to be. It is actually kind to a child's nervous system to accustom him early to the routine sounds of his environment, rather than to pad his little world with isolation and hush-hushings.

After a sunny room has been chosen for the child's sole use, the step next in importance is making the room entirely safe. A previous article in this magazine has stressed the fact that sturdy screens at the windows, securely fastened and reinforced with heavy-gauge wire at the lower part, will mean great peace of mind for the parents of the coming air-minded generation. Adjustable grilles for just this purpose are on the market. To serve the same purpose ordinary eighteen-inch wide, curved-top wire fencing, such as that used for enclosing garden plots, may be screwed to the win-

HOUSEHOLD HINTS



There are a few quirks of arrangement and construction that can greatly increase the comforts of the nursery

dow frame on the inside to make an effective and unobtrusive guard offering no toe hold to climbers. Cover any existing base-plugs by screwing a small plate over them. Use wall or ceiling outlets for all artificial lighting and other electrical equipment in the room, making sure that the electric cords are well looped back on hooks.

In order that the nursery should cooperate to the fullest extent in keeping its young owner strong and well there is another set of requirements to be met. It must be draft-proof, humidified, and easily cleaned. In erecting a new house, building paper between sheathing and the outer wall surface material, and insulation between the studs, will eliminate the likelihood of drafts. In an old house an insulating "fluff" or "wool" which is damp-proof, vermin-proof, and fire-proof can be blown in between studs from the outside and will check the loss of heat through the walls in the winter and the transmission of unwanted outside heat in the summer—both important matters in any upstairs room. Storm sashes or weatherstripping around windows are nearly imperative in the northern states. The air, to be healthful, should be not only temperate but also moist. In a properly humidified atmosphere susceptibility to the common cold is reduced, yet lower temperatures (which make for small fuel bills!) are comfortable.

There are air-conditioning systems for the whole house, or small units for separate rooms. Even the simple reservoir hanging at the back of the radiator, or protected on top of it, is better than nothing.

In these decorative days it is easy to plan a room that will be charming and individual yet easy to keep as clean as a laboratory. The floor covering of linoleum, rubber tile, or wood composition needs only a routine wiping up, but will stand real scrubbing when the occasion demands (no strong caustics, however!). The same holds true of wall surfaces of special wall linoleum, of waterproof canvas or wall paper, or of painted smooth plaster. Woodwork will offer a simpler cleaning problem by being absolutely plain without any dust-catching projections or moldings, and by supplanting with coved angles such as those at the floor base.

In addition to these admittedly necessary general requirements, there are a few quirks of arrangement and construction that can greatly increase the comforts of the nursery. One is the screen door or gate fastened on the outside at the entrance to the room. This will give the child the tremendously valuable sense of being "on his own." The mother knows him to be safe within the area planned and equipped for him alone, yet he is within easy hearing in case of need.

Another great comfort to a mother



The ordinary clothes closet can easily be adapted to the needs of a younger child

ILLUSTRATIONS BY THE AUTHOR

who takes her responsibilities seriously is a small rectangular opening between her room and the nursery, or in the nursery door. It is closed by a hinged panel on the mother's side, with the crib in view either directly or by means of a mirror after the fashion of the old Philadelphia "busybody." A three-way switch beside the miniature door, as well as one inside the room, can control a dim light in the nursery. This simple convenience will save many a chilly nocturnal visit to the nursery, and if it can be right beside the mother's bed that much more of her deserved rest does she get. In case the "peek hole" is impractical, it is still a great convenience to have the bedside lamp controlled by a switch at the entrance to the room. After the "good-nights" have been said, place the lamp on the floor close beside the bed where it can give subdued illumination to a prowling mother on the hunt for untucked bed clothes, yet will not shine directly on the sleeping child.

PUTTING a child in his own room among his own possessions offers a valuable opportunity to teach him neatness and a sense of responsibility. Therefore it is well to give special thought to the arrangement of accommodations for clothes and for toys. At an early age the child can be made aware of the fact that each of his belongings (Continued on page 34)

EDITORIAL

Education and the Federal Government in an Emergency

by WILLARD E. GIVENS

IN the United States there are thousands upon thousands of girls and boys, young women and men whose opportunities for education have been either denied or greatly decreased on account of the depression. Their opportunities for education in the immediate future are dependent upon aid from the federal government.

Because of the depression wise school administrators introduced every economy. Small classes were increased in size; salaries were reduced in line with the decreased cost of living; maintenance and operating costs were reduced to a minimum; and capital expenditures practically ceased. Still there was not money enough to carry on the minimum program acceptable to school patrons. As the depression deepened assessments were lowered. Taxes became uncollectible and the schools began to suffer seriously. Unwise economies and retrenchment became the order of the day. In many communities school terms were shortened; salaries were paid in scrip or not at all; essential services and subjects were omitted from the school program. In certain districts free public education was supplanted by schools in which parents were required to pay tuition. We came to the situation where we have unemployed teachers and wandering youth at the same time.

We are now in a period of recovery. The wheels of industry are turning again. The confidence of the public is being restored. But it will be some time, unless emergency steps are taken, before local and state support for our public schools can possibly return to an adequate level.

This educational crisis calls for measures which will assure a reasonable provision for the education of all children, young women, and young men throughout the United States. The necessary delay in the restoration of adequate state and local tax collections and in the establishment of credit cannot but cause a decreased support and an impoverished program of education, resulting in irreparable damage to the lives of thousands of the younger generation.

In the National Industrial Recovery Act provision is made for the construction of school buildings. Grants for this purpose will stimulate employment and will give many children their first opportunity to attend schools in clean, modern, fireproof school buildings. School buildings are needed to take the place of overcrowded and unsafe buildings in our cities, but the need in rural areas is even greater.

There is a great need for the construction of central school plants to replace the large majority of the 143,000 one-room schools which still exist. Grants to supply them should be made to the states to be administered under the control of the state departments of education, which should have responsibility together with the local districts in the determination of the reorganization of rural areas and the location of new schools in such a manner as to increase the efficiency of the school program.

But if the school building situation were satisfactorily met, the emergency would still exist. Buildings are of little use when teachers are unpaid, when schools are closed for nine months in the year, when children have neither books to read (or, in too many cases, worn-out books) nor equipment to use. If our schools are to be kept open, if children are to be taught, if young people are to be admitted to colleges and universities, direct grants from the federal government are needed.

The particular form which federal aid takes during the emergency is not a matter of primary importance. Emergency funds should be made available for the support of education in general. They should be made available to the states and should be used under the direction of the state authorities. The emergency calls for immediate action so that closed schools may be opened and other schools prevented from closing.

The amount of funds needed to insure the operation of the schools can be estimated by determining the extent of delinquent taxes in local districts, the amount of school funds lost through bank failures and reductions

made in state aid funds. If prosperity were to return full-blown today, the schools in many states would still be in desperate condition for at least two years since the tax money available this year for schools is based on last year's assessment. During the emergency the only hope lies in grants from the federal government.

Federal aid to the schools is not a new policy. The history of our federal legislation shows that many grants of this nature have been made. The federal government has also cooperated with the states in many other matters. It has made payments to the states in its cooperative fire prevention service, in forest planting, in the construction of rural post roads, in the promotion of the welfare and hygiene of maternity, in supplying printed material for the blind, in providing homes for disabled soldiers and sailors, and in subsidizing the National Guard.

The need for federal aid to the states, apparent from the beginning, has been increased by the development of the machine and power age. Even in normal times the twelve richest states were three times as able to meet their educational obligations as were the twelve poorest states. Equality within the borders of a single state is being provided on the basis of a measurement of the need for support in each local administrative area and by the recognition of the principle that no locality should be required to burden itself more than any other in order to provide that foundation program of education which the state guarantees to all children. The struggle for equalization of opportunity within the state is on its way to solution. But just as there are inequalities in ability to support schools within a state, so there is variation in ability to support schools among the states themselves. Children suffer the denial of educational opportunity because of these inequalities. This situation can be changed only when a larger proportion of the school revenue comes from the nation as a whole.

The strength of the nation is dependent upon the educational opportunity provided for all the children of all the people in all of the states. The lack of provision for education in any area cannot but result in limiting the possible development of the social, economic, and cultural life of the whole people.



Because "the office couldn't spare him"

THIS MAN has received many a warning from his body that all was not well with him.

And he has been given many a scolding by family and friends because of his do-nothing attitude. "I know, I know," he has replied, "but I haven't time to be sick. The office can't spare me. Fellow has to be on his toes every minute these days."

Here you see the result—the man who had to be "on his toes" lies flat on his back. And the office will have to manage without him. The bitter truth is that the office will manage without him even if he never recovers.

Cases like this have become almost

common these past few years. Any number of people whose health has pleaded for attention, have been "too busy" to do anything about it. They have had the rather peculiar notion that it is a display of weakness to admit being sick.

That, of course, is utter nonsense. If you have had warnings that something is wrong, the only intelligent thing to do is to see your physician. Those warnings may or may not indicate a serious disorder—your physician can tell. If they do, he can start you on the road to a cure or

betterment of the condition. On the other hand, if these warnings indicate only some minor disturbance, aggravated perhaps by worry, he can set your mind at rest and institute whatever corrective measures may be needed.

There's no good reason to stay away from the doctor—there is every good reason to go to him. And the sooner you go, the less likely it is that you will have to endure the possible serious consequences of neglect.

PARKE, DAVIS & COMPANY
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G A R D E N I N G

A PLEASANT VENTURE FOR BOYS AND GIRLS

(Continued from page 11)

We can interest boys and girls in gardening not by being too serious, not by impressing upon them that we are doing it for their moral improvement and to increase their industry. We must answer the common questions when they arise. We must ask them to describe what they see. We must let them perform simple experiments such as the sowing of seed, the fertilizing of plants. We must take them to the homes of real flower-lovers and explain some of the riddles of nature. And in so doing we shall learn as much as the boy or girl. Dr. L. H. Bailey has a poem which tells of a man who explained the inner workings of a leaf, its change in color, its beauty in form, but in the end the child merely said, "It is a pretty leaf." Each of us learns what we want to from nature. We must not be discouraged because the child does not get the same lesson from it that we intend to teach.

From our earliest childhood we say, "See me jump—watch me ride—see what I made." So, in our garden. Whatever age we may be we desire to have others take part in our pleasures. In other words, the desire to share garden pleasures may be a healthy sign, or it may be purely selfish interest in display. Nevertheless, this is a common impulse and we should encourage boys and girls to think of others and give of their plants and flowers.

It is easy for parents and teachers to show an interest in the activities of a boy or girl who has a natural leaning toward gardening. I think children are not conscious of the interest that adults have in them, and sometimes the birth of vision for the future arrives when some one thinks enough of a child to say: "You write very good poetry." "You dance gracefully." Or, applying it to the garden, "You do know flowers, don't you?" Just such a chance remark as that may often mold the entire career of a child, or, with regard to gardening, his interest in the outdoor world.

A fundamental instinct in our nature is to belong to the family or community in which we live. We can use this to good advantage by seeing that every child in the country takes part in some small task which helps to keep the parks more beautiful or his own yard spick and span. We must approach boys and girls from the stand-

point of pride rather than that of industry. We must give them a part in the responsibility. The girl who has arranged an attractive vase of flowers and brought them to a school or civic flower show receives a thrill of accomplishment. We are told that in Louisville, Kentucky, the boys and girls have been most interested in arranging flowers for luncheon clubs.

Some of us are clever with our hands and some are not. One boy will enjoy making seedflats for Mother, who is not expert with tools. Another might build a very acceptable garden arch. And we think that one thing leads to another.

These are only a few of the activities. The progressive teacher will see how gardening can become a part of the arithmetic class; how a child may become a flower painter in the art class, a nature writer in the language class. As Fae Huttenlocher has so well said, "Flower growing and nature study is a basic art from which many of the lesser arts find their inspiration. And it is an interest which will be found of practical value to every child in later life, whether he becomes a florist, landscape architect, musician, poet, magazine editor, or day-laborer." Have we not all realized that there are pleasures and pastimes which are confined to definite age groups but that gardening and nature study offer something for which we are never too old or too young? And the interest increases with the knowledge. The solution of each problem leads to a scientific study of its background.

The possibilities of continued interest—and of learning, too, though that aspect of gardening is not one to stress to many boys and girls—are unlimited. Month after month and year after year, there are exciting things to observe. Gardening becomes an adventure. It is also a field for experimentation where young people can try out their ideas with regard to cultivation and arrangement.

As old as gardening is, it is still in its infancy as a study in the schoolroom. As fundamental as it is in the life of each of us, it is a greater riddle than history, mathematics, or geography. One plus one equals two in arithmetic. One plus one equals all sorts of interesting things in a garden. Each of the "ones" changes with the seasons, with our interpretation, and with our increase in knowledge.

and girls through their natural curiosity.

We would suggest that the tiny tot should know perhaps a dozen flowers and trees, whereas the boy or girl of twelve could know twenty-five. The fourteen-year-old will enjoy knowing not only the name of the plant but its use in industry, perhaps, and something about whether it is an annual or a perennial, and little tricky points in its culture. With this interest awakened, there is no end to his desire for systematic knowledge of plant life.

Let us think of gardening as a pleasant venture. Let us never tell a boy or girl to make a garden ten by twenty feet. Let us not use the word *work* in connection with it. Perhaps you ask how you can get the boys and girls to want to make a garden. Surely we cannot interest them by giving them a large garden plot and saying, "Work this plot." That is indeed a chore and a puzzling problem for even an adult. But we all respond to the fascinating story of how the worm transforms into a butterfly. We are fascinated to realize that a cold and seemingly dead seed when placed in the soil unfolds into a gorgeous flower, a vegetable of gigantic proportions, a tree that will live for ages, or a plant that manufactures oil, or starch, or bitter flavor, or sweet fruits.

How shall we apply this interest? We can give the child garden implements, or help him to purchase them from his allowance. We can study seed catalogs with him and perhaps guide him in his selection of seeds—not too many, at first, but his choice. We can give him a small space in the garden for his own; keep our hands out of it; and offer suggestions, usually only when they are requested. We can maintain the child's enthusiasm by praise of the good achievements rather than criticism of the bad.



Child Training Simplified

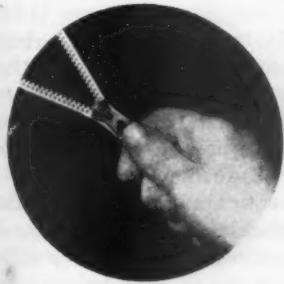


When Youngsters Wear "Dress-Alone" Clothing . . .

Made possible by the easily-operated slide fastener...

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Nowadays, small children can be trained to dress by themselves at a much earlier age than formerly. The new "Dress-Alone" Clothes, featuring the convenient Talon fastener, make it possible.

For, instead of having to fumble with buttons and button-holes, all the youngsters have to do is to learn to give a gentle pull on the fastener. In a jiffy, the seamlike, flexible Talon fastener closes up ample, easy-to-get-into openings. And fastens them up snug as a sewed seam!

Mothers are relieved of the burden of helping small children to dress. They are also freed from tiresome button upkeep. As for the children—they learn to build self-reliance in an easy way.

In the better stores everywhere

Talon-fastened clothing is featured in a wide variety of styles and types, from undies and sleeping garments to dress-up frocks and sturdy playsuits.

Parent-Teacher Associations will be interested in obtaining the loan of the moving picture, "Bye, Bye, Buttons." It graphically illustrates the whole idea. The Jingle Book, a child's-eye view of "Dress-Alone" Clothes, is available, too, at 5¢ per copy. Write to the Hookless Fastener Company, 71 West 35th St., New York City, for further information.

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BABY IS EDUCATED

(Continued from page 7)
helping a tiny, curly-haired mother put her dolly to bed.

Some of the children prefer blocks. Large, hollow ones similar to the kind used in kindergartens are provided. These build up quickly into the type of architecture a two-year-old most enjoys. With them the children make bridges they can walk over, pens they can sit in, towers that stand as high as they can reach.

Everything the child needs is where he can get at it. He may play alone or with the group. On the bookshelves are crayons, pattern cubes, colored disks, marbles, paints, pictures, and books. In sunny windows stand bowls of goldfish, cages with canaries and others with cocoons to be watched daily. The atmosphere is pleasant—and above all, harmonious. Disagreements seem to settle themselves without apparent adult interference and without developing into real quarrels.

At 9:30, if the day is pleasant, the children go out to the play court. Here they swing, climb, jump, run, ride tricycles and kiddy-kars, load wagons, and in various other activities exercise the larger muscles. Often, too, the outdoor program is varied by excursions. The children visit greenhouses; they go to the farms to see cows, pigs, and sheep; they watch houses being built or roads paved.

Even rainy and blustering days have their compensations. The gymnasium with its miniature athletic paraphernalia is a delightful place. Here, besides the regular outdoor riding equipment, are steps to climb, platforms to reach, saw-horses and boards for making inclines or teeters, small ladders, and horizontal bars.

All too soon playtime is over and the children return to their respective apartments to prepare for dinner. Mothers familiar with the ordinary household turmoil that reigns when two or three children come in from play may well shudder to contemplate the picture of eight mere babies getting ready for dinner in one bathroom. Strange to say, there is no confusion; the process goes on quietly and slowly. Perhaps that is the secret: plenty of time, and the fact that each child knows exactly what to do. He does the same thing every day at the same time and in precisely the same way. It goes like this: remove wraps, hang them up, wash hands and face, clean teeth, comb hair. The last activity offers considerable difficulty to the average child of two. But here, as in projects where he is more successful, no one compares him with another person or expects him to accomplish adult performance.

As soon as each child completes his toilet preparations, he comes back to

the living room, spreads a chenille rug on the floor, places a paper napkin on it for his head, and lies down for ten minutes. The teacher helps and encourages the more restive ones and praises them when quiet has been achieved. Nursery school studies show that children profit by this unhurried and restful experience before meals; the behavior problem at table is decreased and the amount of food taken is increased. The rest period over, every one puts his napkin in the wastebasket, folds his rug once and returns it to its proper place on the shelf. The ten minutes left before dinner are devoted to quiet play. Here individual tastes are again apparent. Marjorie takes a book to the teacher who is sitting quietly at the low library table. Others join this group to listen to the stories that the pictures tell. Betty prefers to amuse herself with a colored peg-board. Robert asks for music. He and some of the others can recognize nursery tunes when a teacher plays them.

Dinner is announced with time allowed to put play materials in order. It is Clarissa's turn to play the chimes before the children go into the dining room. Four children sit with a teacher at a round table. Mealtime teaches the child to tuck in his napkin, manipulate his fork, manage a glass of milk, pass the plate of sandwiches. His menus are planned by a dietitian, and he eats all the food on his plate. When food he dislikes is served he is given small quantities of it at first but gradually the amount is increased as he is able to take more. After dinner comes the afternoon nap, which lasts usually about an hour and a half and is followed by indoor play.

Parents arrive at five-minute intervals from 3 to 3:30 and thus have time to confer with the teachers. During school hours they may observe from an observation booth located along the side of the main room. Separating this booth, which looks like a parlor car, from the children's room is a long, shallow opening screened with material which allows parents to see without being seen.

Just what does the nursery school do for its pupils, and what can the home adapt from it? The child learns, first of all, to behave in an efficient, controlled, and happy way. He develops day by day desirable behavior traits. It does not take him long to discover that routine activities such as dressing, eating, and going to bed can be opportunities for interesting achievement and not occasions for strain and stress. The school aims to improve the child's relations with adults and with other children so that later he will adjust himself more harmoniously to the home group and to any larger group with which he may

come in contact in his work or his play.

His day at school has been planned by skilled psychologists and educators to promote mental as well as physical growth. Trained observers see in the "busyness" of children signs of real learning and achievement.

Whether she wants to send her baby to school or how much of nursery school routine can be duplicated in the home are questions for the individual mother to decide. But the child of two is none too young, modern educators say, to begin systematized education.

THE NEED FOR BETTER HOUSING

(Continued from page 19)
term objectives of the development. Because of the necessity for first developing a housing technic, it has been thought best thus far by the Housing Division not to delegate the full power of authority to use federal funds for construction purposes to the cities themselves. It is significant, however, that the preponderance of construction of low-rent housing is going on in those states which permit creation of fully-empowered housing authorities by their cities.

From the standpoint of management alone it will be necessary for cities in which housing projects are developed to create some form of public authority to administrate the completed projects.

The realization of plans for good housing in cities throughout the country will improve home life to an extent more consonant with human achievement in other fields. Leaders have long made the American home the center of speculation, an agency capable of radiating vital and wholesome influences into all phases of our national life. They have repeatedly urged that we use our accumulated wealth and knowledge for the general improvement of the people by increasing their opportunities for work, leisure, and contentment.

The clearance of areas of substandard housing, and the rehousing of American workers and their families in homes that are airy, light, and attractive, offer a real challenge to all elements and organizations in the country. It is but natural, perhaps, that the parent-teacher organizations are looked to as active participants in the vanguard of this important movement. To provide new homes for old, to substitute "beauty for ashes"—surely it must capture the imagination of those working for the welfare of children—parents and teachers alike. When the effects of good housing are so far-reaching, in both this generation and future ones, we cannot afford to ignore the opportunity of providing improved living conditions.

IMPROVING OUR JOBS AS PARENTS

(Continued from page 9)

opportunities to learn a better self-management of their own, nothing can compare with the relations of the two parents to each other. Can they disagree without lowering the temperature or raising it to boiling point? Have they schooled themselves to take criticism from each other without tears or fury? Have they learned the tact which is necessary when such criticism is called for? Have they trained themselves in the practice of courtesy to each other? Merely to ask these questions is to open up a whole world of needed education and re-education.

One practice which parents might try is this: ask themselves what traits they most want to see developed in the children—patience, let us say, or courage, or fidelity to a job. Then look for those traits in their children's other parent and do their best to encourage them in him or her.

Practice here will assist parents in that self-control which they themselves must have if they are to set any real and effective example. A husband can, of course, have many traits which are very irritating indeed. Even a saint would find some people impossible to live with. But parents are obliged, for the sake of the children, to put up with many a fault which greatly annoys. Only, for the very sake of those children, each must do more than merely put up with the nuisance. Each owes it to the children to have those children get from father and mother the very finest which each has to give. That is why it helps to look for those qualities which you most want your children to learn from your partner.

Your own life takes on the color of the qualities upon which your mind dwells. Fix your attention upon the worse behaviors of your partner, and you are likely to find yourself repeating them. Dwell instead upon his or her gift of responsibility, or moral courage, or fairness, or truthfulness, and see if these two things are not more certain to result: You yourself will be more likely to show those better traits; you will be more likely to help your partner get rid of the more hurtful traits and to help your children get a fuller benefit from the example of both parents.

All this is far from simple; and it takes for granted that every child needs not one parent alone but two. Mother needs every possible help from her husband. Many a man can succeed in business but make a mess of the much more important job of being a parent. All credit to the widow who has properly (Continued on page 31)



"I knew if I kept my eye on this thing Aunt Patty would leave it around some time where I could get it! Let's see—what does she do to this dingleberry on top to make it come open? Ah... that's the trick!"



"Look what I found! Contraption with a looking-glass! (I'm looking very well today.)... And what's this? Powder! Oh, I know what to do with that!... Put it under my chin and arms and where I sit down!"



"Hi, Aunt Pat! I tried your powder... but honest, it doesn't feel near as soft and fine and snuggly as mine. You ought to use Johnson's Baby Powder, Auntie... and then I'll bet you'd be a smoothie just like me!"



*Johnson & Johnson
NEW BRUNSWICK, NEW JERSEY*

MODERN METHODS OF FIGHTING TUBERCULOSIS

(Continued from page 21)

THERE is in our possession, however, an invaluable weapon to detect the presence of infection. It is the tuberculin test. The Committee on Communicable Disease Control of the recent White House Conference on Child Health and Protection made the recommendation that the tuberculin test should be routinely administered in the third, sixth, ninth, and twelfth grades. Tuberculin is a colorless and harmless fluid that is injected between the layers of the skin, usually in the forearm. If infection has occurred, the spot where the injection was made will become red and slightly swollen within forty-eight hours. Later this disappears, leaving no scar. Such a reaction is called "positive," and the next step is to have an X-ray.

The tuberculin test does not show the amount of infection nor does it indicate the extent of the disease. The X-ray, however, gives us a picture of the actual damage done. In most cases of positive reactors to the test, the X-ray shows the marvelous protective measures that nature has already taken. When the tubercle bacilli enter the lung, at once the body cells begin to surround the germs; and if conditions are favorable, these cells succeed in building a wall or capsule around the germs, completely imprisoning them. In such cases no more damage may ever be done and the individual may go through life with no trouble at all from his securely locked up germs. But fresh doses of infection, or a breakdown in his physical strength, may so weaken the resistance of those imprisoning walls that the germs break through and spread throughout the lung. That is why healthful living is a potent weapon against tuberculosis. Rest, good nutrition, fresh air, sunshine, and exercise in moderation—all have protective value from the point of view of tuberculosis prevention.

It would be a wonderful thing if all schools would include rest periods in their daily schedule. In the schools of Los Angeles County, California, for example, provision is made for daily rest periods for every boy and girl. The following paragraph from the county's Course of Study in Health and Physical Education is worth repeating here:

The school program should be such as to avoid the accumulation of fatigue. A rest period should be provided during the school day for every boy and girl. It should not be restricted to the physically handicapped. Cost and administrative

problems may make this provision difficult; nevertheless, a well-balanced health program demands rest. During the rest period children should be as closely supervised as though they were participating in classroom activity.

Sometimes the X-ray shows active disease which has developed either because of excessive infection or because of lowered bodily resistance. Then sanatorium care, a weapon of proved worth in curing tuberculosis, is needed. The sanatorium has a twofold purpose: to cure the patient within its gates and to protect the well people outside from contact with the disease. There are over 650 sanatoria in the United States, caring for approximately 87,000 persons and protecting many times that number in the communities from which the patients came. It is due largely to these sanatoria that tuberculosis has dropped from first to seventh place in the general mortality rate.

In the sanatorium the patient learns how to live the kind of life necessary to cure the disease. He is protected from worries. He knows he is not exposing any of his loved ones to danger. He is surrounded with new friends, all fighting the same battle. It is all amazingly cheerful. And why shouldn't it be? For when the very spirit of the place is to protect others through proper care of self, it is difficult not to have friendliness in the very air! An increasing number of sanatoria are now becoming training schools for new occupations as well as places of healing for sick lungs. Patients are pursuing studies along various lines under expert guidance which will help them to find lucrative work in the field for which they are best fitted when they leave the sanatorium. The large percentage of patients, it must be remembered, are young people, many of them still in their teens.

Surgery has come to take an important place in the methods of fighting tuberculosis successfully. This does not mean the cutting off of diseased tissue, but rather a method of giving rest to the lung. It is sometimes called "splinting the lung." A sick lung heals best when it is at rest, but since every breath causes some movement in the lung it is difficult to obtain rest for it unless it is collapsed or "splinted."

There are several ways of doing this. The most common method is called artificial pneumothorax. A hollow needle is pushed into the chest and air under slight pressure is injected between the lung and the chest wall. This puts the lung to rest. No anesthetic is required and the patient has little discomfort. When the injected air is absorbed into the body, the operation is repeated.

"Knowledge is power" is an old saw which is true enough as far as it goes. But it does not go far enough! It is necessary to put knowledge into practice in order to give it power. The pathway whose end is the eradication of tuberculosis lies clear ahead, and the signposts are Knowledge and Application. The tuberculin test, the X-ray, the sanatorium, and surgery are intermediate "pointers," and at every milestone is the signpost "Healthful Living." If the tuberculin test reveals no infection in your child, rejoice but do not feel that your responsibility is ended. Remember the recommendation of the White House Conference that tuberculin testing be routinely administered in four grades. "Eternal vigilance" is the price not only of liberty but of safety. If the test reveals infection, an X-ray is the next step. If this indicates that the infection is safely walled up, again rejoice, but do not let that end the matter. A periodic check-up to be sure that infection is not spreading is but a common sense precaution.

There is no wealth like health, and all parents desire this wealth for their children. When knowledge is available, and the application of that knowledge will mean more abundant health for your children now and in their later years, can you afford to ignore it?

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What are some of the valuable lessons which a small child learns at nursery school? *7.*
2. Why is it necessary for parents to be consistent in the way they handle the questions that arise in bringing up their children? *9.*
3. How can we stimulate boys' and girls' interest in gardening? *11, 26.*
4. What are some of the effects which poor sitting posture has on one's health? *15-16.*
5. Why do we need different types of foods for energy and for protection? *17.*
6. Which foods provide energy and which of them furnish protection? *32.*
7. How do bad housing conditions affect the community? *18-19.*
8. What are some of the newer methods of fighting tuberculosis? *30.*
9. What can parent-teacher associations do toward providing good non-theatrical films for young people? *42-44.*

IMPROVING OUR JOBS AS PARENTS

(Continued from page 29)

brought up her family alone! But even the best of such mothers will tell us how they miss the counsel, encouragement, example of the children's father. The teamwork of both parents at their best is what every child needs. Each is called upon not only to put his own best at the disposal of the child, but to help the other parent to perform his or her part in their common job more effectively.

To do this, the most powerful incentive is a faith which only the two parents themselves are likely to have with sufficient abundance. Teachers can love children but not in quite the same way that wise and devoted parents love them. Of this power of parental affection, one of the characters in a recent novel speaks in words that run something to this effect: "You, Mother, saw us differently from the way we saw ourselves and each other, differently from the way other people looked at us. Yet of all the pictures of ourselves, yours was the one that had the most truth because it was created by the deepest love." For all the changes of today and tomorrow, this life-giving trust of parents is still as powerful a force for good as there is anywhere. It will never be out of date. What modern life can add to this power is more intelligent understanding of how to direct it. And in any such program, be it repeated, a major item is the parents' own treatment of each other.

THE ROBINSON FAMILY

(Continued from page 20)

every possible occasion! However, Mrs. Robinson assured me that she was letting him help her with her hobby, which is to make their tiny yard as attractive as it can be. She has always loved gardening, and although her present small plot is rather pitiful after the one she left behind, still it has possibilities, she says. And in planning her flower beds she is careful to leave a corner for Tommie to dig up to his heart's content; she has fixed up a swing for him on the one and only tree.

Mr. Robinson's hobby has always been fishing but he will have to keep that for vacations now. This winter he has had little free time, but thanks to the public library and the bookstores he has been able both to read up on his favorite subject and to add to his own library of books on fishing.

Next Month:
SUNBURN OR SUN TAN?

How Long Since You Last Opened This Door?



YOUR Dentist's doorway leads to more than just repair of the teeth. It leads to prevention of many bodily ills. How often do you visit his office?

Your health and happiness in large measure depend upon work that only a Dentist can do. Eminent medical authorities assert that more than 85% of bodily ills have their inception in the mouth. Many of these diseases can be prevented by having a Dental Prophylactic Treatment every three months.

Between visits to your Dentist the regular use of a good tooth paste is advisable. It cleans the *accessible* surfaces. It helps combat tartar. It partially controls decay germs. It makes the teeth brighter and more beautiful.

But don't expect too much of your dentifrice. No dentifrice can prevent tooth and mouth disorders without the frequent aid of your Dentist. With X-ray and efficient instruments he inspects your mouth, detecting and correcting disease and decay before they cause serious painful trouble. He thoroughly cleans the teeth—the hidden crevices which your toothbrush cannot reach between the teeth, beneath the gum margins. Regular visits to your Dentist (at least every three months) for cleaning and inspection add to personal charm. They are painless—they save expense in the long run. They are called Dental Prophylaxis.

We earnestly urge you to adopt the health-wise habit of periodic Dental Prophylaxis. Then aid your Dentist by using a safe, effective dentifrice which he recommends.

The American Dental Association, through its committee of scientific analysts called the Council on Dental Therapeutics, makes careful laboratory tests of the many preparations offered its members for use at home

and at the chair. Only to those that pass these tests for safety and honesty of advertising do they award the "Seal of Acceptance."

The safest way to select your dentifrice is to look for the A.D.A. Seal of Acceptance on the package—*proof* that the most enlightened professional opinion has passed upon it.

You will find this seal of confidence on every tube of Iodent Tooth Paste—Iodent Number 1 for teeth easy to Bryten and Number 2 for teeth hard to Bryten.

It is logical that Iodent is chosen by many of these health-wise folks, because it is absolutely safe, unusually effective, and delightfully flavored.



IODENT

Progressive Parents

READ

The National Parent-Teacher Magazine

The two social institutions which exercise the most influence on the child are the home and the school. What happens in the home is bound to reflect itself to some degree in the development of the child. If his home is a happy one, and if his parents keep posted on what is best in child guidance and child psychology, and if they really try to understand his nature and his needs, the chances are that he will grow up to be a happy, enterprising, successful adult.

It is important too for parents to be familiar with the work which the school is trying to do. There should be understanding between the parents and the teachers, and the child should be aware that a harmonious relationship exists between the home and the school and that parents and teachers are cooperating for his best interests. Progressive parents recognize these facts, and they are turning by the thousands to

The National Parent-Teacher Magazine

because it is modern, refreshing, thought-provoking, and of live interest to those who give definite consideration to problems of child guidance, parent education, homemaking, and home and school cooperation.

Renew your own subscription today. Tell a friend or relative about this fine, attractive magazine.

Subscribe immediately if you are not now on the mailing list. The NATIONAL PARENT-TEACHER is the most helpful magazine you can buy if you are interested in the rearing and education of children.

BALANCE THE DIET AS WELL AS THE BUDGET

(Continued from page 17)

in the menus, the family health can be kept up to a high standard.

Foods which we turn to chiefly as sources of minerals and vitamins are milk and cheese, fruits, green and succulent vegetables. Certain "border-line" foods like eggs, legumes, and meats are good both for energy and as protective foods in some respects, but are chiefly important as bearers of another nutritive essential, protein. Hence they are not usually included among the so-called protective foods, though egg yolk and liver are especially valuable sources of minerals and vitamins. While it is just as important to have one's quota of protein as of vitamins, when the diet is normally arranged there is little danger of protein shortage. Hence, for simplification in this article, we are assuming that enough protein will be provided incidentally along with the energy and protective foods. So many people get too small amounts of vegetables, fruits, and milk to guard against shortages of mineral elements or vitamins, or both, that it is worth while to stress the protective function of these foods in the diet.

HOW TO GET THE RIGHT AMOUNT OF EACH

HOW much of these protective foods does an adult need? A child? That depends upon whether one is just to escape the disasters of obvious disease or is to be maintained in the best possible health. There is a *minimum* and an *optimum* quota for each. One physician goes so far as to say that the protective foods should furnish about 70-80 per cent of the calories of the diet. Since they are relatively poor in energy value, that would mean a very large bulk of them and little of our concentrated energy foods (fats and starches). Nutritionists find that animals make better growth, have a longer "prime of life," and produce more and healthier offspring when fed on a diet containing a larger proportion of protective foods. One investigator says that the larger the proportion of protective foods, the smaller is the percentage of degenerative diseases or "failures in the preservation of the characteristics of youth."

But protective foods are usually fairly expensive, so that many are limited by their incomes as to the amount of them they can buy, and are forced to use more of the cheaper energy foods such as cereals, starchy vegetables, sugars, and the less expensive fats. Other people want to spend so large a proportion of their food budget on protein-rich foods like meats, poultry, fish, and eggs—also on

cream and butter—that the amount left for protective foods is unduly small. Still others simply have never been trained to like vegetables and fruits, cheese and milk, or fancy that these foods disagree with them. Isn't there some general plan which the average family can follow to make sure of getting moderately ample amounts of protective foods?

Yes, this has been worked out in recommendations as to what proportion of the food budget should be spent for the various groups or classes of food. For a rather low-cost dietary, one could feel safe on the following allocation of food funds:

one fifth for fruits and vegetables
one fifth for milk and cheese
one fifth for meats, fish, and eggs
one fifth for bread and cereals
one fifth for fats, sugar, and other groceries

If you have more money to spend for food and would like to try what increasing the proportion of protective foods will do for your family's health, I would suggest that you divide your money for food as follows:

50 per cent of your food budget for vegetables, fruits, cheese, and milk
20 per cent for meats and eggs
30 per cent for starchy foods, sweets, fats, and all other groceries

Another way is to adopt a foundation diet, or group of foods included in some form without fail in each day's menus. For an adult, this essential group of foods might well be:

1 pint of milk
1½ ounces (3 tablespoonfuls) butter
1 egg
1 serving of meat
1 serving of potato
2 liberal servings of green or succulent vegetables
2 liberal servings of fruit (including citrus fruit or tomato)
3 large leaves of lettuce
3 slices of whole-wheat bread
1 serving of whole-grain cereal

For older children and adults this group of foods would need to be supplemented with more bread or cereals, butter, cream or cooking fats, sugar, nutritious soups, beverages or desserts, in order to furnish enough additional energy to maintain weight in adults and provide for growth in children. The basal diet as listed above will furnish about 1,500 calories, along with plenty of protein, mineral elements, and vitamins for adults. Children should have larger amounts of minerals, protein, and vitamins—hence more of the "protective" foods in the form of an additional pint of milk.

(Another article by Dr. Bogert will appear in the May issue of this magazine.)

JUST SITTING

(Continued from page 16)

ing. It is almost miraculous good luck if normal eyes endure years of study without serious impairment of vision under ordinary school conditions where pupils work with window glare constantly in their eyes, or at desks over which they must continuously bend in order to perform their tasks. Every seat should be turned so that neither natural nor artificial light shines directly into the eyes. Every pupil should be able to do all his work sitting erect with the light shining squarely on his books and never in his face.

It would seem logical that one should do well, if not best, that which he will inevitably do most throughout life. But we human beings are illogical about many things which touch our lives most intimately. There is no voluntary act which we do so frequently, so continuously, or so much as just sitting, and few things which we do so badly. More and more our lives are becoming sedentary, in periods of relaxation and in work hours as well.

Most people not only sit badly, but they do not know what constitutes bad sitting or why it is bad; and few appear to care. We are surrounded by seats which make good sitting difficult instead of natural and restful. Few older people really know what genuine, abiding chair comfort is; and younger ones are growing up without ever knowing what right sitting habits and properly designed furniture can contribute to physical and mental well-being and to the joy of living. The very fact that "correct sitting" is so commonly associated with primness, stiffness, and fatiguing tension while bad posture is identified with relaxation and comfort, indicates the gross misapprehension of the subject. Sitting posture which is not essentially graceful, comfortable, and restful is simply not good posture. Chairs which do not make good posture both graceful and restful are not good chairs.

EASTER HYMN

by Mary Cutter Faulkner

Father, we thank Thee for the symbol
of thy power
That from the cold, dead earth can
bring
The resurrection beauty of the spring;
Clothe naked trees, so stark and
bare,
With garments green and blossoms
fair;
Awaken Nature with a gladsome
voice;
And call to sleeping earth, "Arise!
Rejoice!"
O Miracle Divine, that to our hopes
doth give
Token and sign that we in nobler
form shall live.



What one Mother Writes:

"I give my baby a teaspoonful of Karo in his milk every day. At four and a half months he was much undersize and had not gained weight for a month. My physician suggested this use of Karo on account of the great amount and easily digested form of dextrose. Immediately the baby gained a pound in two weeks and has been gaining well ever since."

FREE! TO MOTHERS

A beautiful book which simply and clearly explains the important subject of infant feeding . . . and why Karo is so valuable a food. Write the Corn Products Refining Co., Dept. N-4, P. O. Box 171, Trinity Station, New York City.



FOR HOMEMAKERS

THE FORWARD-LOOK- ING NURSERY

(Continued from page 23)

has a "home spot," and while still young he can begin to form that most desirable habit of putting things away as he finishes with them. For this purpose the "right place" for each article must be easily accessible to him and more than adequate in area for the object. Making it as easy as reasonably possible will hasten the habit-forming process, and the budding good intentions will not be frustrated through weariness.

The ordinary clothes closet can easily be adapted to the needs of a young child. A rod traversing the width of the closet within comfortable reach of short arms will hold small coat hangers. The diameter of the rod should not exceed $1\frac{1}{4}$ inches because the usual hook of the junior hanger is much less than that of the adult size. Three or four wooden pegs with rounded ends pointing up will hold hats, pajamas, and bathrobe. The upper part of the closet can be used for shelves over which the mother has jurisdiction and which will be a great boon to her. Extra crib blankets will be up there ready for the thermometer's sinking spells. If the bathroom medicine cabinet is overcrowded with family remedies, keep the children's special antiseptic, ointment, nose-drops, laxative, and thermometer in a box on the highest shelf of the nursery closet and avoid a scramble at a time when accessibility counts. Best books, portable phonograph, special rainy-day toys, sitting-up-in-bed toys may well be kept there, and all material for supervised work. It would be wise to make the shelves adjustable so that the rod can be raised to accommodate longer and larger garments as time enlarges their owner.

Dolls, animals, tea sets, etc., can be conveniently housed in a separate piece of furniture. A low, deep bookcase answers the purpose, or a specially constructed set of shelves. If the lowest shelf is augmented by a four-inch board across the bottom front face, the bin thus formed will be useful for balls, blocks, and other objects which are contained with difficulty in unfenced areas. Instead of nailing this board in place it can be slipped vertically between cleats so that it is easily removable.

CHOOSING the furniture for this room will be a real delight. There will be a definite sense of virtue if one re-

solves at the outset to plan for the future. Thus the tiny baby's first crib will be big enough and sturdy enough for the child of four. No economizing, therefore, on spring and mattress! The bureau which holds such specialized articles as booties, gertrudes, and diapers may well be holding silk stockings or shorts many years hence if selected for its renewable finish, good design, and lasting construction. The same qualities will insure the child's play table being a most usable bedside table later, and there will always be use in the school child's room for the play shelves and low stool of early nursery days. Let there be a comfortable, low wooden armchair for the mother; and about fourteen years

blocks or boxes small enough to be carried but large enough to be sat on will suggest household equipment to very young domestic minds, and will satisfy the first urges to get up off the common level for the thrill of the jump back. A blackboard with a ledge to hold chalk and catch chalk dust will often answer the need of the in-veterate scribbler.

Seeing even tiny children's response to "something new" in color and pleasing design, many mothers will feel it worth while to buy inexpensive lampshades, curtains, and pictures, and provide their offspring with the joy of change in a rotating series of combinations. Fortunately, since the majority of manufacturers have awakened to the demand for pleasant color and sound design, one need not sacrifice charm for economy. An easy and fascinating way to vary the pictures on the wall is to hang a long, rectangular panel of cork or canvas. Birthday and Christmas cards may be pinned there, magazine illustrations and advertisements—anything which gives the child pleasure may be placed there at the time of being enjoyed.

A warm cream tone on walls and woodwork is a background gracious to accents of any of the pastel colors. With this as starting point the nursery's decoration could follow the seasons around the calendar. Curtains of a coppery toned net or gauze would bring the warmth of sunshine into the room on the dullest day of winter. A clear yellow flower-sprigged print would suggest spring even before the frost is out of the air. A pale green in an airy material for summer to temper the heat and a gaily checked gingham or chintz of small design to concentrate interest inside the room again with autumn would complete the cycle.

This system works a refreshing magic on the child attuned to the delights in color and line, and is even more "magical" in its effects on the child who is at first unnoticing, and who gradually develops an appreciation through the variety of room decorations offered him. What greater gift could you give your own personal representative in the next generation than to train him to see and feel the joy of color in its clear tones and myriad blendings, and to look for beauty in tiny traceries of line as well as in the massing of form. Carried out of the nursery into the garden, and thence into the world, this sense will be a constant source of self-enrichment.

The Housekeepers

by Helen Cowles LeCron

A little dream keeps house with me—
Outside, the surge and flow
Of city throngs, of wind, of sea—
The world the great ones know.

But we—we wash the cups and spoons
And make the copper shine,
And knit, on sunny afternoons,
Beside the trumpet-vine.

We smile at many a secret joke;
We weed the lettuce bed.
We sweep the hearth and pause to
stroke
The snow-white kitten's head.

The neighbors hear our songs, and
say,
"How queer some folks can be!"
They wonder what can keep us gay,
My little dream and me.

But I am wise, and therefore know,
For sewing up a seam
Or keeping cupboard shelves just so,
There's nothing like a dream!

later, with its tied-on upholstery renewed and its wood surfaces repainted or scraped and waxed, it will be an inviting seat for midnight studying for exams.

Other furnishings are necessary in addition to the pieces just mentioned, for which the same long life of usefulness cannot be expected. A straight-backed chair of the right height for use at the low table will be outgrown but is important. One or two solid

Do We Really Want Our Children to Think?

by John T. Webner

WHEN our children arrive at school age we send them to school. In most states the law requires us to do so but that is not the only reason why we do it. We want them to have an "education."

Education means much more than being able to "read, write, and cypher." It means more than knowing some history and geography and being informed about what is going on around us. It means being able to gather all available evidence, weigh it carefully, and without emotion arrive at a conclusion and course of action. It means that when a decision has been thus reached it is retained and put to use. It also means that when new evidence is found which proves valid a new stand is unhesitatingly taken.

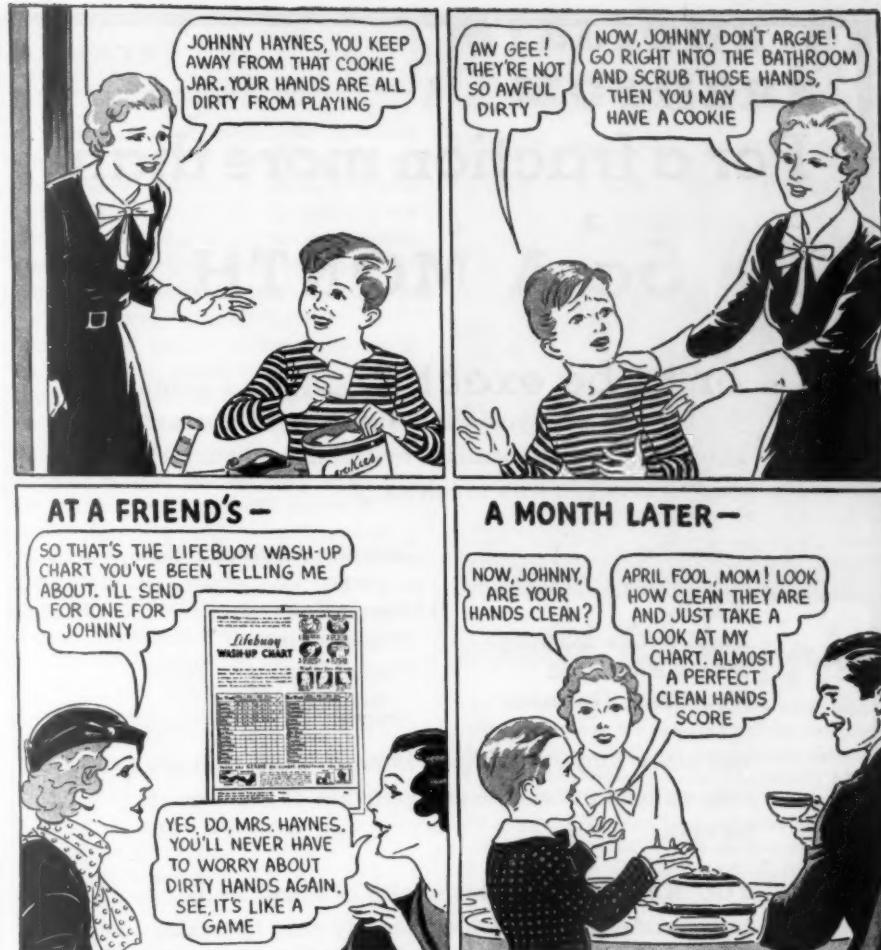
If our children become educated, if they learn to think independently, they will undoubtedly disagree with us at times. If they can present reasons for their views that outweigh our previous proof, should we not be mature enough in our own thinking to take the new stand? Without such changes there would be no progress.

The ability to think independently is one that comes only from practice. When information comes from a source which is considered infallible and not to be questioned or put to test, an emotional fence is built which soon precludes independence. If, on the other hand, the pupil is encouraged to hear both or all sides of questions, to put statements to test, and to prove everything, we can expect great independence and even some creative thought.

Will a citizenship which knows how to think independently be safe? Dictators think it is not safe. They say, "Let the leaders think and the rest obey."

If we really do want to have our children learn to think we must insist that their teachers be expected to give both sides of debatable questions. When you feel that it is very important for them to have a certain belief, and you are not sure enough of the validity of that belief to let it be put to test, then you must warn the teachers to keep away from that subject. We must insist on academic freedom for our teachers, if we want our children to learn to find the truth.

See page 41 for the preliminary program of the Thirty-Ninth Annual Convention of the National Congress of Parents and Teachers.



WHAT EVERY MOTHER SHOULD KNOW

THAT it's useless to try to scold modern children into doing what they don't want to do. But make the disagreeable duty attractive, make it seem *fun*, and see how quickly they change their minds!

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**The National Parent-Teacher Magazine
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FOR HOMEMAKERS

GETTING THE MOST OUT OF A SOUP BONE

WHEN meat prices rise and the family purse stays rather flat, there is still the old soup bone. It furnishes the beginnings of a hot dish that can be most cheerful, appetizing, and nutritious. But without some counting of the food values that are in it, the nice hot bowl of soup may fail us dismally before many hours have passed. So it may be well to see just how much we can put into soup in the way of actual nourishment, suggests the Bureau of Home Economics of the U. S. Department of Agriculture.

We use the soup bone for all it is worth, that's certain. First we get the butcher to crack it, so we can get the marrow. We put the bone in the pot in water to cover, and there we let it simmer for hours. We do this to get all the flavor and food value out of the bone itself and out of the meat that is on it. These go into the water and make the meat stock. Together, then, with the meat still left on the bone, what have we here in food values?

From the marrow of the bone we get fat, some protein, and some iron. A little calcium will dissolve from the inner part of the bone, and some of the bone tissue will be converted into gelatine. The meat on the bone will give up fat and some minerals and vitamin G, but will keep most of its protein values. Therefore the more meat you have with the bone and serve with the stock, the greater the food value of the dish. As to the stock alone, the more concentrated it is, the greater its food value. There is not much food value if the stock is thin and there is still less if you strain it.

It is safest, from the standpoint of food values, to count on meat stock primarily for its meat flavor, using its protein and fat and minerals as far as they go but depending for food value more upon the foods you add to the soup. You add any vegetable you have on hand—perhaps also rice, or barley, or spaghetti, or noodles, if you like a thick soup.

But when you are counting food values, you have to consider the food content of each vegetable you add to the soup, and the quantity of each, as well as the flavor. A "soup bunch," for instance, may be a good investment for blended flavors and variety of food values, but it is not big enough to add much substance. If you put plenty of rice and tomatoes in the soup, however, and serve with it cheese toast, say, you have a good meal. Or add potatoes to the soup, or carrots, or turnips, or all of these, maybe cab-

HOUSEHOLD HINTS

bage too, and you have another good combination.

Beans or lentils or peas add more food value to meat stock than perhaps any other vegetables, because they are concentrated foods and contain minerals and protein which supplement the minerals and proteins of the meat stock. You may, however, prefer to make your bean soup with stock from ham bone, to get the cured meat flavor, and that will give you the same food values you get from the beef bone. From the salt pork, so often cooked in bean soup, you get fine flavor but not as many food values as from the soup bone or the ham bone, because the salt pork lacks the bone and has less lean meat.

A good way to vary flavor in meat and vegetable soup is to brown the vegetables in fat before putting them into the meat stock. Rice is good treated in this same way.

A nice touch to add to bean or pea or lentil soup, if you have a bit of left-over sausage meat, is to break this up and brown the pieces, then sprinkle them over the soup. Or sprinkle the soup with chopped parsley, and with toasted cubes of bread.

In other countries, where they keep the soup pot on the fire all the time, they increase the food value of some of their soups by adding sour milk or curd or sometimes sour cream.

Here are some recipes for good soups.

MEAT AND VEGETABLE SOUP

Select a beef bone or knuckle of veal and have the bone cracked to get out all the good flavor and nutriment. Wash the bone and be careful to remove any small slivers. Put the bone in a large kettle, cover with water, and simmer for two to three hours, or until the meat is tender. In the meantime chop three or four onions and three or four stalks of celery and add to the broth. Also add a number 2 can of tomatoes and one quart of diced vegetables, such as carrots, turnips, and potatoes. Simmer gently until the vegetables are tender, but not broken. Season to taste with salt and pepper. Serve the meat with the soup, either left on the bone or ground and added to the soup. Or save the meat to make hash or croquettes.

To make even more substantial soup add rice, or short pieces of macaroni or spaghetti, or pearl barley, or cracked wheat.

BEAN OR PEA SOUP WITH CURED PORK

Wash one-half pound of dried beans

or peas and soak overnight in about one quart of water. Wash and scrape a ham hock, put into a kettle, and add water to cover. If the meat is very salty, change the water several times. Simmer until the meat is tender. If convenient, allow the hock to cook in the pot liquor. Skim off the fat.

Cook the soaked beans or peas in the pot liquor which has been diluted with water until it does not taste too salty. Add a chopped onion. When the vegetables are soft, press them through a sieve. To the soup stock add the purée, together with some of the pork, chopped, and mix thoroughly. To give the right consistency, add a little flour mixed with cold water and cook for a few minutes, stirring constantly. Add salt if needed.

BORSCH

(Adapted from a Russian recipe)

2 cups minced raw beets
1/4 cup chopped onion
1/3 cup chopped cabbage
1 potato, chopped
1 turnip, chopped
1 carrot, chopped
2 tablespoons fat
2 quarts meat stock
Pepper
Salt
Sour cream (or 1 tablespoon vinegar or lemon juice)

Brown the vegetables together in the fat. Add them to the stock and simmer until the vegetables are tender. If sour cream is used, add a tablespoonful to each serving. Otherwise, add one tablespoon of vinegar or lemon juice to the stock before serving.

CONCERNING CONTRIBUTORS

(Continued from page 2)

Education Association. He thoroughly understands the subject which he has chosen for his editorial.

The author of "Do We Really Want Our Children to Think?", JOHN T. WEBNER, writes from his long experience in school work and also from the point of view of a father. He is the General Secretary of the National Congress of Parents and Teachers.

MARY T. BANNERMAN is doing valuable work for the National Congress of Parents and Teachers as the chairman of its Committee on Legislation. Her work ties up naturally with the subject of the Parent-Teacher Program published in this issue of the magazine.

MILLIONS OF MOTHERS



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School officials will be grateful for the interest of Mothers and Parent Teacher Associations in their efforts thus to guard child health.



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THE P. T. A. at Work

EDITED BY HELEN R. WENTWORTH, 143 Cliff Road, Wellesley Hills, Mass.

A STUDY OF VITAL PROBLEMS *Virginia*

FOR the last two years the Parent-Teacher Council of Alexandria has sponsored a series of conferences which has created new interest in bettering our environment. Realizing that all social problems have educational implications, there was no hesitancy in taking up the study of such urgent topics as relief, crime, juvenile delinquency, recreation, as well as more direct problems of education. Better thinking on such questions is felt to be a great need.

These conferences have been conducted each year during National Education Week, the Program committee giving first consideration to local problems which were also recognized to be national in scope. The discussions have been conducted on the panel method, and teachers, civic leaders, members of the city council, school board officials, and experts representing various fields of study have been invited to participate. The panels were composed of representative groups ranging from eight to twelve in number and expressing different points of view.

The problems under discussion this last fall were as follows: The Extent of Crime and Juvenile Delinquency as a Social Problem, Education for Character, and Adult Education. The questions that were to be discussed under each topic were published in the local newspapers prior to the date of the conference. This encouraged attendance.

Last year at the conclusion of the series a more adequate organization was formed to administer local relief.

Some of the interesting sights which delegates to the Congress Convention will see when they go to Miami. Below: The Ringling Art Museum at Sarasota, Florida, one of the major attractions of the state.



As an outgrowth of the recent conference, plans are under way to organize a group for more thorough study of our economic and social problems—a promising project in which many citizens of influence are interested. These conferences have increased interest in public affairs, and have brought about a better relationship among municipal groups. The Parent-Teacher Council of Alexandria will make these conferences an annual feature.—ROBERT WENDELL EAVES, *Principal, Jefferson School, Alexandria*.

INTER-RACIAL COOPERATION *Tennessee*

Many officers in the Tennessee Congress of Parents and Teachers are active in promoting cooperation between the white and colored races. The Chattanooga Council has had a speaker on this subject. P. T. A. leaders have appeared on programs of the Tennessee Inter-Racial Commission in Nashville. The purpose of the commission is to work for justice, understanding, and good will between the races through conference and cooperation. Leaders of the two races are members. The program is looking to the improvement of inter-racial attitudes and the betterment of conditions affecting colored people. The method is to face mutual problems through the state and local inter-racial committees. Many P. T. A. officers are members of these committees. The movement was organized in 1918. It is not a government agency. It is supported by voluntary contributions and is entirely autonomous.

Friendly contacts are being made with boards of education, superin-

tendents of schools, park commissions, pastors' associations, and churches in the interest of education and child welfare among colored people. It is non-sectarian and non-political. The State Department of Education is represented on the commission through its director of colored schools. It works with and not for colored people. Colored leaders are encouraged to speak frankly, and are assured of a friendly and courteous hearing. As a result of this movement college students and professors are giving attention to studies in racial adjustment. Assistance has been given to campaigns for school buildings and recreation centers. The commission is crusading against mob violence and lynching. It is building public sentiment in favor of law and order, and is fostering a spirit of kindness and conciliation through the state.

The colored population in Tennessee is 477,646, representing 18.3 per cent of the population as a whole. The tendency to move into cities carries problems of adjustment, occupational participation, higher death rates, lower birth rates, and competitive occupations. In 1932, for the first time since recording began in Tennessee, the colored birth rate exceeded the death rate. The colored population has not changed appreciably since 1900. The high death rate implies a pressing need for a program of health education in colored schools.

Five and four-tenths per cent of Tennessee's white population and 14.9 per cent of the colored population are reported illiterate. However, progress has been made in reducing illiteracy in both groups. Inter-racial problems are



Left: The Bok "Singing Tower" at West Lake Wales, Florida.

Below: Greek sponge boats at Tarpon Springs, Florida, where there are the largest sponge fisheries and exchange in the world.



not solved in Tennessee, but there are marks of community progress. P. T. A. leadership is making its contribution to the solution of many of these problems.—JAMES D. BURTON, *State Secretary, Tennessee Inter-Racial Commission, Oakdale.*

WHAT ROOM SPONSORS CAN DO Minnesota

The John Marshall High School in Minneapolis has a carefully worked out and very effective plan for room sponsors. Each teacher is called an adviser, and she asks the mother of one of the pupils in her room to act as a sponsor. This sponsor may be elected by the children if this seems to be a better plan to the teacher. There is a chairman of room sponsors who helps to make plans and who cooperates with the teachers and sponsors. Each sponsor has four or five helpers who may be suggested by the adviser. They assist in writing notices, in telephoning, and in many ways stimulating attendance at P. T. A. meetings. Carefully planned working outlines are adopted at meetings of these members which precede the afternoon parent-teacher meetings. These plans are carried out in detail. In every way the sponsors work for closer and more friendly contacts and consequently better and happier understanding between teachers and parents. The keynote of the work is cooperation.

In the fall the sponsors send friendly, personal letters to each home represented in their respective rooms. Each letter gives the dates of the meetings of the association, urges membership and attendance, and asks for information regarding the service which the parent feels willing and able to give to the organization.

The subject of welfare is not handled entirely by the Welfare chairman; it is a vital part of the sponsor work. The alert sponsors have first-hand information about many cases and without publicity can help out with clothes and food. Many women knit mittens for children, and plans are being made for a class in remodeling clothes. It is hoped that during the summer both projects can be carried on for winter needs. The home economics teachers cooperate in this work by giving menus and recipes which are especially planned for limited incomes. The plan has proved very helpful.—MRS. HUGH BEALS, *Chairman, Room Sponsors, John Marshall High School, Minneapolis.*

FOOD FOR THE UNDERNOURISHED Florida

The Orange County Council planned to care for the needy school children in the county last winter. A club was formed through which those interested might contribute money on the installment plan to care for undernourished children. The fund continued to grow and in December amounted to over \$600. This does not relieve locals of their responsibility to care for as many undernourished children as they are able to help. In this county each local unit contributes five dollars for the county P. T. A. health fund, which cares for some of the tonsil cases. There are 300 children in the county who have been helped by these funds.—MRS. T. M. GRIFFITH, *300-19 Street North, St. Petersburg.*



The old-time West lives again in the imagination of the children at Berkeley school, Denver, Colorado, when they look at this antique miniature stagecoach. It was presented to the school by the president of the Berkeley Parent-Teacher Association. The classroom which has the largest number of parents at the monthly meeting of the association gets to keep the trophy for thirty days.

Missouri

The Central Parent-Teacher Association at Lexington this winter sponsored a soup kitchen for undernourished children for the fifth consecutive year. During the first four years funds and food were gathered by the P. T. A. and local dairies donated the milk. This year federal aid and local welfare organizations have charge of the work of giving at least one hot meal a day to fifty or sixty children from December to April. Approximately 24,000 meals have been served during the four years. Teachers in the school have noted a marked improvement in the learning ability of the children while they are receiving more nourishing food, and have urged the continuance of the hot meals even though supplying them has meant a real sacrifice for some of the parent-teacher members. In view of the results of the project, it is felt, of course, that it has been well worth while.—MRS. O. H. BRUEGEMAN, *1719 Oneida Street, Lexington.*

New York

Under unusual leadership the Metropolitan District is carrying on a comprehensive health program which has enlisted the enthusiastic support of the Westchester County Medical Society and the Public Health and Tuberculosis Association. With their aid, tuberculin tests and X-rays of all high school athletes have been undertaken, nutrition demonstrations of adequate low cost meals have been staged, and the Summer Round-Up has been endorsed officially by physicians.

In New Rochelle last summer the P. T. A. council persuaded volunteer firemen to make a house-to-house canvass for names of preschool children. The list obtained will be useful for several years to come. Private physicians examined those who could afford to pay two dollars, and the city health department cared for the rest. Blood test, urinalysis, smallpox vaccination, toxin anti-toxin, tuberculin test, and X-ray were routine preventive treatments. In all, 972 children were examined. P. T. A. workers assisted in making contacts, performed secretarial duties, and obtained funds from the council and from medical and tuberculosis societies.

This simple but remarkably successful plan for the Summer Round-Up is being studied by other P. T. A.'s and medical societies for adoption next summer.—ELIZABETH MACDONELL, *State Publicity Chairman, New York.*

COUNCIL PLANS INCREASE SERVICE Washington

Every effort, every thought of the Seattle Council of Parent-Teacher Associations has been directed along the lines of helping mothers to become better trained for their work in the home and to stand together to safeguard the formative years of their children's lives.

The central body is endeavoring to do all in its power to protect children's interests in the community. Inspiration and help are brought to officers of local associations through the meetings of the four divisions into which the council is divided. These divisions correspond to the four age groups represented, preschool, grade school, junior high school, and senior high school. Under the council also come those committees whose work is of general interest, such as those grouped under Public Welfare, Education, Health, etc.

For several years the wish has been expressed that it might be possible to designate one day each month as "Parent-Teacher Day" in which the central organization meetings could be held. This plan will be tried this year, and all regular council meetings will be held in one central building on the second Tuesday of each month. From nine-thirty until eleven the four division meetings are held in different rooms; from eleven until twelve-thirty is the council meeting; from twelve-thirty until one-thirty luncheon is served for those who desire it; from one-thirty to three are the committee meetings.

It is hoped that the creation of a special day, with one central meeting place for all sections, will result in increased interest and attendance.—*THE SEATTLE PARENT-TEACHER NEWS.*

SYSTEMATIC EXTENSION WORK *Oregon*

Feeling that the usual fall institutes, held in years alternating with the state conventions, did not reach a sufficiently large number of members, the officers of the Oregon Congress of Parents and Teachers embarked on the arduous task of holding schools of instruction and institutes in practically every county of the state during the months of October and November, 1934. Under the leadership of Mrs. William Kletzer, state president, the institutes were planned to include classes in the work of the essential committees and in the building of ideal parent-teacher programs. The plans were adapted to meet the needs of the different communities, with a question box featured at each institute.

While this plan entailed almost superhuman work on the part of Mrs. Kletzer and the officers taking part, it is felt that interest, enthusiasm, and efficiency in parent-teacher work has been vastly increased.—*MRS. OLIVER CROWTHER, 120 N. W. Trinity Place, Portland.*

PROMOTE WORTHY PROJECT *Kansas*

Through the combined efforts of two ardent parent-teacher members, Mrs. W. C. Menninger and Mrs. Justin W. Hillyer, and the Topeka Council of Parents and Teachers, a project was launched last fall which proved most successful in parent-teacher circles and is still benefiting the community.

At the beginning of the school term in September, a six weeks' training course in P. T. A. leadership and study group methods, with the stamp of approval of the Topeka Board of Education, was offered free of charge to members of local parent-teacher units. It was financed by the Topeka Council of Parents and Teachers.

Mrs. Menninger and Mrs. Hillyer, through continuous study of the child, had acquired specialized knowledge which qualified them to conduct a training class of this type. The classes were held at Mrs. Menninger's home studio two nights a week until the course was completed. More than forty members enrolled from the various P. T. A. units in Topeka and benefited from the project.

Dr. and Mrs. W. C. Menninger, through many years of travel and research work in child psychology have acquired a very extensive library on the subject.

At the close of the course, Mrs. Menninger, who had noted the interest and the keen desire for literature of this nature, offered to lend books from her private library to P. T. A. bookshelves, as her contribution to the parent-teacher movement.

Books are now being checked to and from local associations in the city by the aid of the Topeka Council Library Extension chairman.—*MRS. WYLIE MCNEAL, State Publicity Chairman.*

AN ACTIVE MEN'S CLUB *New Jersey*

The father members of the Grover Cleveland Parent-Teacher Association of Rahway in April, 1933, organized a Men's Club of the association with a 100 per cent membership. All men joining automatically became members of the parent-teacher association. The club is still growing.

Last summer the men put on a play, the proceeds of which sent five underprivileged children to a summer camp. The club also contributes to the milk fund of the school and purchases hard candies for the pupils at Christmas. They are always 100 per cent in attendance at parent-teacher meetings.—*MRS. J. H. RANSOM, President, Grover Cleveland P. T. A., Rahway.*

RETIRING OFFICERS COMBINE *Georgia*

A Past Presidents' Club enrolls the past presidents of all the parent-teacher associations in Decatur. The club was organized in September, 1934, with nine members, and at the end of this school year the retiring presidents of the local associations and of the city council will be invited to join. The purpose of the club is to help some worthy boy or girl who is in need of a scholarship fund. The funds are being raised by the members, who work in groups.—*MRS. R. J. SCOTT, Decatur.*

The editor of this department welcomes accounts of activities of parent-teacher associations which have proved helpful.

CONGRESS COMMENTS

MRS. J. K. PETTENGILL, First Vice-President of the National Congress of Parents and Teachers, presided at the sectional meeting on "Unified Purposes of Home and School" at the annual national conference of the Progressive Education Association, in Washington, D. C., February 21 to 23. Congress workers participating in the invited panel were:

Mrs. L. B. Castell, President, District of Columbia Congress of Parents and Teachers

Mrs. W. H. Dunn, former President, Virginia Congress of Parents and Teachers

Mrs. A. H. Reeve, National Chairman of International Relations, National Congress

John T. Webner, General Secretary, National Congress

Mrs. B. F. Langworthy, National President, and the presidents of several other national organizations, spoke briefly at the annual banquet of the National Association of Deans of Women, at Atlantic City, February 20 to 23.

Mrs. B. F. Langworthy spoke at the Home Safety session of the Sixth Annual Greater New York Safety Conference which was held in New York, April 5-7. Her subject was "The Home Accident Problem and Its Effect on Family Life."

As the time draws near for the National Convention in Miami, the perennial question of "what to wear" looms large in the minds of prospective delegates. This year the problem of clothes will be comparatively simple, for the warm climate of Miami makes cool, lightweight clothing necessary. Light summer attire will fill the bill, for the spring season will be well advanced in Florida. And, of course, every one will want to take at least one bathing suit, for basking on the sands of Miami beaches, if not for actual swimming purposes.

The Thursday afternoon parent education radio programs sponsored during the year by the National Congress of Parents and Teachers and the University of Chicago have proved so popular that arrangements have been made to supply mimeographed copies of all the talks at the conclusion of the series. The set of thirty-six addresses may be ordered from the National Office for \$1, after July 1; single copies of the talks are available each week at 5 cents each. One state (Idaho) has indicated that it plans to use the talks as a loan service from the state loan library.

THE THIRTY-NINTH ANNUAL CONVENTION

NATIONAL CONGRESS of PARENTS AND TEACHERS

Preliminary Program

SUNDAY, APRIL 28

Morning

Morning open for delegates to attend church service or private conferences.

REGISTRATION

Afternoon

STATE PRESIDENTS CLUB LUNCHEON, *Presiding*, Mrs. W. J. Hockett, President.

TREE PLANTING CEREMONY in honor of Mrs. Frederic Schoff, Honorary President. *Presiding*, Mrs. J. K. Pettengill.

REGISTRATION

Evening

DINNER IN HONOR OF THE TORCH BEARERS.

INVOCATION, Rabbi Jacob H. Kaplan. VESPER HYMNS

BENEDICTION, Rabbi Jacob H. Kaplan.

MONDAY, APRIL 29

Morning

REGISTRATION

OPENING SESSION

Presiding, Mrs. B. F. Langworthy and Mrs. J. K. Pettengill.

OPENING CEREMONY

INVOCATION, Rev. Jesse M. Murrell. GREETINGS, Mrs. W. Sumner Covey and Mrs. M. H. Tallman.

RESPONSE, Mrs. J. K. Pettengill.

PRESENTATION OF CONVENTION THEME, Mrs. B. F. Langworthy.

REPORTS OF CONVENTION COMMITTEES Credentials, Mrs. Simon S. Lapham. Rules, Mrs. C. H. Turner.

Program, Mrs. Hamilton Shaffer.

REPORTS

First and Second Vice-Presidents, Mrs. J. K. Pettengill and Mrs. Hamilton Shaffer.

National Treasurer, Mrs. Simon S. Lapham.

General Secretary, Mr. John T. Webner.

Editor, NATIONAL PARENT-TEACHER MAGAZINE, Mrs. E. C. Mason.

Afternoon

CONFERENCES

Congress Methods, *Presiding*, Mrs. Charles E. Roe and Miss Frances S. Hays.

Library Service, *Presiding*, Miss Julia Wright Merrill.

Rural Service, *Presiding*, Dr. William McKinley Robinson.

Humane Education, *Presiding*, Mrs. Jennie R. Nichols.

International Relations, *Presiding*, Mrs. A. H. Reeve.

Motion Pictures, *Presiding*, Mrs. Robbins Gilman.

Leadership in Parent Education, *Presiding*, Dr. Ada Hart Arlitt.

FREE TIME

Evening

Topic: "The Home—the Wellspring of Security."

Place: Miami, Florida

Headquarters: Miami Biltmore Hotel

Theme: The Home—the Index to National Life

•
Presiding, Mrs. B. F. Langworthy and Mrs. Hamilton Shaffer.

MUSIC, Boys' Band.
ADDRESS: "Take the Profits out of War," Hon. Josh Lee.

TUESDAY, APRIL 30

Morning

BUSINESS SESSION

Presiding, Mrs. B. F. Langworthy. PRESENTATION OF HOME SERVICE DEPARTMENT, *Presiding*, Mrs. C. H. Thorpe, Director.

PRESENTATION OF HEALTH DEPARTMENT: "Health Is Wealth," *Presiding*, Mrs. M. P. Summers, Director.

Afternoon

CONFERENCES Congress Methods, *Presiding*, Mrs. Charles E. Roe and Miss Frances S. Hays.

NATIONAL PARENT-TEACHER MAGAZINE, *Presiding*, Mrs. M. D. Wilkinson.

Home Education, *Presiding*, Miss Ellen C. Lombard.

How to Meet Problems Arising in the Home through Rapid Social and Economic Changes, *Presiding*, Dr. Adelaide S. Baylor.

Character Education, *Presiding*, Dr. Joseph M. Artman.

Publications, *Presiding*, Mrs. Frederick M. Hosmer.

Child Hygiene, *Presiding*, Miss Mary Murphy.

FREE TIME

Evening

BANQUET: "The Congress through the Looking-Glass," *Presiding*, Mrs. B. F. Langworthy.

WEDNESDAY, MAY 1

Morning

BUSINESS SESSION

Presiding, Mrs. B. F. Langworthy. BY-LAWS REVISION, Mrs. Fred M. Raymond.

PRESENTATION OF RESOLUTIONS, Miss Ellen C. Lombard.

PRESENTATION OF EDUCATION DEPARTMENT: "Raising the Index with Education—A Forum," *Presiding*, Dr. A. F. Harman, Director.

Afternoon

CONFERENCES Congress Methods, *Presiding*, Mrs. Charles E. Roe and Miss Frances S. Hays.

Rural Service, *Presiding*, Dr. Wm. McKinley Robinson.

Publicity, *Presiding*, Miss Clarice Wade.

School Education, *Presiding*, Miss Charl O. Williams.

Student Aid, *Presiding*, Mrs. F. H. Devere.

Leisure and Home Life, *Presiding*, Mr. J. W. Faust.

Safety, *Presiding*, Miss Marian Telford.

Publications, *Presiding*, Mrs. Frederick M. Hosmer.

FREE TIME

Evening

Presiding, Mrs. B. F. Langworthy and Mrs. J. K. Pettengill.

MUSIC, Mothersingers.

ADDRESS: "The Home—the Wellspring of Spiritual Growth," Dr. Bernard Clausen.

THURSDAY, MAY 2

Morning

BUSINESS SESSION

Presiding, Mrs. B. F. Langworthy. PRESENTATION OF EXTENSION DEPARTMENT: "Extending Our Work," *Presiding*, Mrs. Noyes Darling Smith, Director.

Afternoon

CONFERENCES

Congress Methods, *Presiding*, Mrs. Charles E. Roe and Miss Frances S. Hays.

NATIONAL PARENT-TEACHER MAGAZINE, *Presiding*, Mrs. Hugh Bradford.

Publicity, *Presiding*, Miss Clarice Wade.

Membership, *Presiding*, Miss Mary England.

Radio, *Presiding*, Mr. B. H. Darrow.

Music, *Presiding*, Miss Mayme E. Irons.

Legislation, *Presiding*, Mrs. William T. Bannerman.

FREE TIME

MUSICAL TEA

Evening

Presiding, Mrs. B. F. Langworthy.

PANEL DISCUSSION: "The Home—the Wellspring of the Cultural Arts."

Participants: Mr. J. W. Faust, Mrs. Robbins Gilman, Mr. B. H. Darrow, Miss Mayme E. Irons.

HANSEL AND GRETEL, presented by National Music League.

FRIDAY, MAY 3

Morning

BUSINESS SESSION

Presiding, Mrs. B. F. Langworthy. FINAL REPORT OF CREDENTIALS COMMITTEE, Mrs. Simon S. Lapham.

ADOPTION OF RESOLUTIONS

AWARDS

INVITATION FOR 1936 CONVENTION

PRESENTATION OF PUBLIC WELFARE DEPARTMENT: "Homes Make the Community," *Presiding*, Mrs. A. B. Shuttleworth, Director.

CLOSING CEREMONY

SCHOOL MOVIES



by Catheryne Cooke Gilman

DRAWING BY BLY STUDIOS

MOTION PICTURE conferences have been held in fifty-seven cities in twenty-five states during the fall and winter months and in each place there has been interesting and vital discussion. The question periods have been most stimulating and encouraging. Usually there is no time wasted, and one hears the following.

"Madam Chairman, may I ask the speaker just what she means by saying there is a wealth of available motion picture material which needs distribution and exhibition facilities? Is that not what we are all wanting?"

The conference leader replies, "It is what we all say we want, but most of us are unwilling to do our part to get it." A good-natured laugh follows and the discussion is opened.

"How can we do it?"

"Who should begin it?"

"Where shall we get them?"

These are among the questions that come from many frank and eager participants.

"There are literally thousands of motion pictures of real value in many places in this country," the leader continues, "and excellent ones in considerable numbers in foreign countries—all waiting for regular non-theatrical distribution and exhibition. Some of the pictures have been withdrawn from theatrical circulation, and others have never been in it. The reasons for this situation are interesting and even pertinent, but too detailed to enter into hastily now."

"But would we not be commercial if we used them?"

"No. That is one point which should be made clear. We must not confuse non-theatrical with non-commercial. Some of these pictures are free, but most of them are to be rented or sold. The transfer is commercial. The point parent-teacher associations must watch for is the attitude of commercial companies toward them. A parent-teacher association may buy any legitimate product, but it must not let the company from which it buys exploit its name for the personal profit of the company. It is the exploitation of the name of the organization, its branches, or their officers for commercial purposes to which our by-laws object. 'Non-theatrical films' merely mean that the films are not in circulation in theaters, but are available for use in other places—schools, churches, homes, and community auditoriums. They can be rented or purchased independently, just like books or paper. The company should be satisfied with the price paid and has no right to the use of the name of the organization for its advertising."

"I understand. We cannot permit the name of the parent-teacher association to be commercialized for the profit of any company or even for ourselves."

"That is right. But to return to the question, the first procedure in our plan is study, the second is organization, and the third is action. There is a

royal road to success, but it must be paved with blocks of real knowledge. Committees must undertake to assemble the facts; organize them; and bring them to the attention of the parents as taxpayers, and to the notice of their boards of education and taxation.

"I would suggest that you study the procedures from the motion picture leaflet which you can get through your state office. Briefly, it tells you to contact your state universities, to see what film service you can have for your schools. The majority of state universities have a visual education division, or are developing one, and will appreciate your request which will add to their arguments for increased appropriations which are necessary. You can secure a list of non-theatrical film and equipment companies from the Bureau of Motion Pictures, U. S. Department of Commerce, Washington, D. C. The schedule of monthly releases, which this bureau will send, will give titles; brief descriptions; width; length; number of reels; whether silent or sound; whether free, for sale, or for rent; and by whom sponsored and distributed. A post-card request will bring you catalogues from the non-theatrical distribution companies on the list, and your committee will be surprised at the offering, which, of course, must be carefully examined. Harvard, Yale, the University of Chicago, and other educational institutions are sponsoring the production of educational and cultural films."

"Do you mean that only educational films are available?"

"No, there are many, perhaps even more, non-theatrical distribution companies ready to serve the schools, churches, and agencies interested in films for strictly entertainment purposes. The list from the Motion Picture Bureau of the U. S. Department of Commerce to which I referred includes them, but your committee must assemble the catalogues, make the selections, and plan the programs for several months in advance. To save cost, it must be done with several schools working together."

"Is there one place where we can get all of this information and have the programs planned for us and distributed?"

"Not that I can recommend for general use. There are several companies which provide special phases of this service, but they are not organized or equipped to do all that the schools need in the way they need it, and for all sections of the country."

"Incidentally, we are hoping that the National Film Institute, or some film foundation, will in the very near future assume the responsibility of assembling, editing, classifying, and cataloguing all of the available films

suitable for entertainment and for education, just as the American Library Association does for books. You understand, the films will need to be classified according to subject material and condition of films, as well as to age, grade, and use."

"How can you convince the local boards of the importance of this work?" asks a particularly thoughtful woman who has been listening intently.

"The committee should not fail to study the findings of the Payne Fund study entitled *Motion Pictures and Youth*. There are nine volumes of this research, but they are summarized by W. W. Charters in *Motion Pictures and Youth: A Summary*, and in a popular form by Henry James Forman in *Our Movie Made Children*. It is from these studies that one can get the facts with which to convince the local boards of education of the importance of supplying the equipment and films for instruction and for motion picture recreation in the schools.

"We suggest that it is more important and far more appropriate for parent-teacher associations to work with boards of education and taxation to secure better pictures for the instruction and for the pleasure of their children than it is for them to spend their time wheedling now and then a good picture or program from the motion picture industry to increase its profits.

"Recreation, like education, sanitary water supply, libraries, and health service, is for welfare, not profit. These services are for public welfare and of interest to the whole community. Motion pictures, as one form of recreation, serve 28,000,000 under twenty-one years, 11,000,000 under fourteen, and 6,000,000 under seven years of age, weekly, and the Payne Fund Research shows that the effect is detrimental to health, conduct, and character. Because motion pictures have such a profound influence upon our national and international affairs, and upon our intimate social and civic life, the production, distribution, and exhibition of them should be supervised and regulated by responsible and authoritative boards or commissions."

"Have parent-teacher associations or other local committees ever tried having regular motion picture programs in schools or community auditoriums?" asks another questioner.

"It has been tried in many places and has been fairly successful so far as isolated instances are concerned, but I should say that it has never been organized as a citywide, statewide, or national movement, as it must be if it is to be fundamentally effective and reasonably permanent. That is what we mean by the new approach in the motion picture plan. The National Congress thinks in terms of every

child. The national plan, like the Children's Charter, must provide for every child safe and wholesome places for play and recreation, and make provision for his cultural and social welfare.

"The careful distribution of schools provides for every child a place for education. Schools are strategically located and can also provide him with a place for his motion picture entertainment."

"**I** KNOW," says a woman from the audience, "of a parent-teacher association which bought equipment for a school, and a discriminating committee selected the films and planned the programs for the entire year. The children paid a small fee and the machine soon belonged to the association and was also used for classroom work."

"Yes," continues the leader, "some associations have rented the school auditoriums and have paid for equipment and films and netted themselves considerable cash for other purposes. This is not recommended, although instances of this kind have been valuable to demonstrate the possibility.

"The National Congress' policy is to have parent-teacher associations study the advisability of having motion picture equipment and supplies in the schools and to encourage their boards of education to supply them, as it does other temporary or permanent improvements. It is a part of the Motion Picture committee's task to make this possible and the item should appear in the budget. This will tend to insure the same service to all school children in all parts of the country."

"Do you find the superintendents and teachers in favor of it?"

"Yes, generally; and always where it is understood. They are often the enthusiastic initiators of it. Recently, I interviewed a superintendent who said all of his schools were supplied with lanterns and slides and silent 16mm. machines and that he had purchased two 16mm. talking machines which were circulating among the schools. He added that his plan called for this equipment for each school in the very near future.

"New school buildings are introducing radio and motion picture connections as standard equipment. We must not let any one forget that children learn faster from motion pictures, and remember what they see longer and in greater detail than what they hear or read. We must not let others forget that with motion pictures teachers can teach large classes even more effectively than they can teach small classes without it. Failures and repeaters in grades, known to add greatly to the expense of education, can be materially reduced by giving them an-

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**Play Lists for
Amateurs**

If you are coaching amateur plays or are a member of a group of amateur players, you are constantly interested in new plays. Probably you are most interested in new non-royalty plays.

If so, you are invited to write to Mrs. Mabel F. Hobbs, National Recreation Association, 315 Fourth Avenue, New York City. Mrs. Hobbs sits at the crossroads of the amateur theater in the United States. She conducts a clearing house on the latest and best plays and on the most effective and inexpensive ways to produce them. In writing her, be sure to answer these questions:

Do you prefer a one-act, two-act, or three-act play?

Must you have a non-royalty play or can you afford to pay a royalty?

How much acting experience has your group had?

What facilities have you for producing plays?

What plays have you found successful?

If these points are covered in your letter, Mrs. Hobbs can send you play lists checked to meet your particular needs.

Enclose five cents to meet the cost of handling the lists.

other teaching medium which is effective with the 'eye-minded.' "

"If this is good for children, why would it not be good for adults?"

"The program of the National Congress is, as you know, concentrating on children, but you would be interested in the program recently announced by Dr. Kirtley F. Mather, President of the Adult Education Council of Greater Boston. The announcement is termed, 'Education as Entertainment: a Venture in the Constructive Use of Sound Motion Pictures.' The statement says that the council proposes to show the constructive value of the motion picture as an ideal medium to combine pleasure and education. Programs will cover the humanities and the sciences, demonstrating that all education is not academic and that the eye and the ear are valuable agents in the acquiring of knowledge in a pleasurable manner and an attractive form.

"The council is planning a balanced program consisting of one full length picture, selected from the best available American and foreign films; a newsreel; a cartoon; a travel picture; and two short pictures in the humanities and the sciences. The subjects to be treated in 1934-35 include geology, botany, zoology, chemistry, physics, physiology, astronomy, meteorology, education, psychology, sociology, and the fine arts. Educators and group leaders will have the opportunity to plan programs in their communities similar to the programs at the Fine Arts Theater in Boston where the plan has been developed and will be pursued. A special committee of the council is ready to advise in the making of programs."

"Just what shall we do about it?"

"The parent-teacher association can stimulate and organize the demand for this service. It can provide the market. It can insure regular exhibition facilities in schools and community auditoriums outside the theaters. The market must be steady and continuous. The programs must not consist of irregular attempts to have an entertainment at your convenience or when you want to raise money. The success of any recreational venture depends upon its regularity, accessibility, and comfort as well as its desirability."

"Should a committee to do all of that?"

"The committee can get the information as to the value of motion pictures to education and to community recreation. It can, as I have suggested, show to the taxpayers and to the boards of education and taxation the economic value of motion pictures for these two purposes. This is not 'busy work,' but a challenging task of great proportions. It is for our children; and if we don't do it, no one will."

FUTURE TASKS FOR TODAY'S CHILDREN

A Parent-Teacher Program

Outlined with the Cooperation of Mary T. Bannerman

WHEN we discuss what we or our children shall do at some future time, it is always, like St. Paul, with the conviction that, although our prophecies may fail, the eternal verities will remain. The relationship between parent and child is fundamental—as much so in its spiritual and social significance and responsibility as in its physical actuality. Out of this fundamental relationship has developed the democratic form of government. On intelligent recognition of, and wiser building upon, these corner stones depends all future happiness and progress. Contrasting democracy with dictatorial rule, one cannot but be convinced that "he that leadeth into captivity shall go into captivity; he that killeth with the sword must be killed with the sword." "The good life," as taught and exemplified by the Master Teacher, is the only life whose rewards have permanent personal or social value, either for ourselves or for our children. According to these teachings, spiritual values are dependent upon voluntary decisions. The most important tasks for today's children to perform tomorrow, therefore, are those which will best preserve the rights of the next generation to make its own decisions—to transmit the heritage of liberty.

"Every step of human progress on the long road of civilization has been made not by compulsion. Advance comes from within."—ELIHU ROOT.

PROGRAM

(30 minutes)

(In charge of chairman of Legislation or Program committee.)

1. Talk by Lawyer, Prominent Citizen, or School Official Who Has Vision and Understands Local, National, and World Politics: *Liberty—Yesterday, Today, and Tomorrow.*

(Points to develop: The principle that only voluntary action has moral or spiritual value is permanent; the task of the good citizen to preserve liberty—within the law—is always changing. In 1600 our forefathers sought a refuge from tyranny where they might teach their children according to their own consciences—the task then was flight from tyranny. In 1776

the task was defense against tyranny, and establishment of free government and of public schools to safeguard democracy, expansion, and pioneering demanding "rugged individualism." In 1865 the task was extension of freedom; today, with territory all settled, the problem changes from the need for rugged individualism to the need for getting on peaceably with one another—voluntary social and vocational adjustment. It is the task of home, school, church, and community to educate children for happy and effective living in order to adapt democracy to human needs. Primary essentials—health; intellectual honesty; adaptability; alertness; vocational effectiveness; social responsibility, which means equal regard for others' rights as for our own, spirit of service rather than personal aggrandizement.)

References

Abel, James F. "The Great Rift in Education." *School Life*, December, 1934.

THE NATIONAL PARENT-TEACHER MAGAZINE

"The P.T.A. and Education," by J. W. Studebaker. December, 1934.

"Mental Hygiene and Education," by Kenneth E. Appel. January, 1934.

"Lasting Values in Education," by Carleton Washburne. November, 1933.

2. Talk by school Principal: *What the School Is Doing to Educate Good Citizens for Happy Living in a Changing World.*

(Points to develop: Former speaker has defined task; teachers have learned that children learn by doing, not by rote, lecture, or compulsion. Schools, therefore, are changing into laboratories where good citizenship is constantly practiced as a part of every activity; provision is made for health activities, tool subjects, and social studies taught through activities, projects, etc. The importance of the right beginning—kindergarten; importance of enriched curriculum—music, art, dramatics, industrial arts, vocational education, etc.—planned to develop in children good taste and ability both to adapt themselves to situations and to build better situations; importance of cooperative or integrating activities

in which different grades and classes participate with common, not competitive, altruistic objective.)

References

Williams, Charl O., editor. *Our Public Schools*. "What the Public School is Trying to Do," by Carleton Washburne. Washington: National Congress of Parents and Teachers. 25 cents.

Williams, Charl O., editor. *Our Public Schools*. "The Public School Plant as Part of the Total Community Plan," by Arthur B. Moehlman.

Staff of Fox Meadow School of Scarsdale. *Willingly to School*. New York: Round Table Press. \$3.

THE NATIONAL PARENT-TEACHER MAGAZINE. "The Child's School," by Arthur Dean. February, 1934.

3. (For Elementary School P.T.A.) Talk by Parent or Study Group Leader: *What Homes Are Doing to Educate Good Citizens in a Changing World*.

(Points to develop: Importance of early establishment of good health habits, regard for rights of others, truthfulness, courtesy, reverence, poise, generosity, cooperation, kindness, patriotism, courage, responsibility, law observance, social graces, appreciation of good music, art, and literature; realization that much home teaching is incidental through example, attitude, and practice; importance of long-time planning to develop the kind of citizen parents wish their children to become and to control everyday experience with that end in view; place of hobbies, pets, children's hospitality, etc.)

References

Dennis, Lemo. *Living Together in the Family*. Washington: American Home Economics Association. \$1.10. Germane, C. E., and Germane, E. G. *Character Education*. Part II. New York: Silver Burdett. \$1.40.

THE NATIONAL PARENT-TEACHER MAGAZINE

"Hobbies for Girls," by Ruth Nichols. March, 1935.

"Hobbies for Boys," by Carolyn M. Heller. February, 1935.

"Keeping the Child Healthy," by Caroline Hedger. May, 1934.

"The Child's Home," by Sidonie M. Gruenberg. January, 1934.

4. (For Junior or Senior High School P.T.A.) Talks by Students (3 minutes each). *What We Are Doing in Our School to Promote Good Citizenship*.

(Points to develop: Importance to the citizen of good health and what this school is doing to promote it; importance to the citizen of accuracy,

mental alertness, vocational effectiveness, and thorough knowledge of his own community, and what this school is doing to promote it—tool subjects, exact sciences, vocational subjects, etc.; importance to the citizen of ability to use leisure constructively, to get along with people harmoniously, to observe laws willingly, and activities of our school which afford opportunity for practice toward these ends.)

References

Ask students to select the references.

SOCIAL PERIOD

Demonstration of the work of such organizations as Boy and Girl Scouts, Camp Fire Girls, garden clubs, etc.

PROJECTS

1. Organize parent education group to study home experiments in democratic government.

2. Support student government experiments and cooperate with schools in development of such projects.

3. Cooperate with school in promotion of junior civic organizations—Boy Scouts, Girl Scouts, Girl Reserves, Camp Fire Girls, athletic clubs, garden clubs, dramatic clubs, etc.

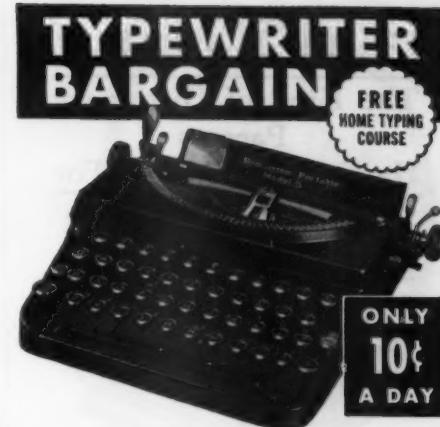
4. Establish civic forums or study groups of adults to study and discuss current problems as a means of finding ways to better social, civic, and economic situations.

5. Help, through legislation, to secure adequate facilities for a type of school plant in which a modern educational program, from kindergarten through adulthood, can function efficiently.

Registration of members of the Board of Managers of the National Congress of Parents and Teachers, meetings of the Executive committee and of the Board, and a courtesy dinner to the Board will take place at Miami, Florida, Saturday, April 27, preceding the Convention. Saturday evening there will be a state presidents' conference, with Mrs. Charles F. Pye, president, presiding, and a conference of National chairmen, with Mrs. Fred M. Raymond presiding.

See page 41 of this issue of the magazine for the preliminary program of the Convention.

Cachet collectors will be interested to know that May 28-31 there will be a cachet for the California Congress of Parents and Teachers which will hold its convention in San Diego at that time. The same cachet will be used each day but there will be a different color for each, making a set of four. United States collectors are invited to send covers, stamped and addressed, to Arthur C. Zinn, 1021 Stewart Court, 39th and National Avenue, San Diego, California.



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The P. T. A.

What to Do in April

1. For the annual meeting, which is very generally held in May, an Installation Ceremony has been prepared by the National Congress. It is available, free of charge, on application to the state office.
2. As soon as new officers are elected, send their names and addresses to the state office.
3. Be prepared at the close of the present year to pass on to new officers all Congress material which has been sent to retiring officers.
4. Directly after the annual meeting, appoint chairmen of standing committees in order that the work of the 1935-36 parent-teacher year may be planned.
5. Check up on Summer Round-Up plans and see that requirements are being met.
6. The observance of Child Health Day is most appropriate for May, and ties in well with the Summer Round-Up project.

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PARENTS LOOK AT MODERN EDUCATION

By Winifred E. Bain

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Coming in May

Articles which are practical, helpful, stimulating, by well-known authorities in various fields concerned with the rearing and education of children. Mothers, fathers, teachers of growing children cannot afford to miss them.

Watch for the May issue.

BOOKSHELF

WHATEVER any one may say about the relative importance of good manners as compared with the great fundamentals of character forming, it is nevertheless true that most mothers use up as much energy trying to teach their children the usages of polite society as they do in instilling the principles of truth, industry, and self-reliance. But after all, strangers, at least, judge us by our manners, and good manners grease the wheels of home intercourse.

Help in this respect for parents, teachers, and young people themselves is to be found in two simple little manuals, *GOOD MANNERS*, by Beth Bailey McLean (Peoria, Illinois: Manual Arts Press, 72 cents), and *GOOD MANNERS FOR YOUNG AMERICANS*, by Charles S. Skinner (Chicago: Beckley-Cardy Co. 75 cents). The first of these books is intended especially for the personal use of high school boys and girls; the second is planned for schoolroom use in grade schools and junior high schools. The virtue of both books lies in their common sense attitude and in their understanding of the social world of today as the rank and file of young Americans are likely to encounter it.

HAPPY MOTHERS AND BABIES

HEALTHY BABIES ARE HAPPY BABIES, by Josephine Hemenway Kenyon, M. D. (Boston: Atlantic Monthly Press, Little, Brown. \$1.50), is a convenient and up-to-date handbook on all topics relating to the care of babies and very young children.

Dr. Kenyon, who is a mother as well as a consulting physician on women's and children's diseases and a lecturer at Columbia University, says that she has put herself in the place of the expectant mother or the mother with a young child, and tried to anticipate the questions she would ask about herself or her child. This she is the better able to do because for the past ten years she has been answering such questions for *Good Housekeeping Magazine*. She has dealt with her material in the order of time, beginning with the months before the baby comes, then the baby at birth, the first two weeks, and so on week by week or month by month, up to the time when the child is three years old.

Diets, recipes, clothing, nursery equipment, economically considered, emergencies, the psychology of the child, and suggestions for the mother's care of herself not only during pregnancy but through her child's babyhood are among the subjects treated.

It seems as if the book would make happy mothers as well as happy babies; but Dr. Kenyon reminds mothers that they must be happy first.

FEEDING SMALL CHILDREN

FOOD FOR THE YOUNG CHILD, by Miriam E. Lowenberg (Ames, Iowa: Collegiate Press. \$1.50), contains menus for children of preschool age through the year, and a large number of tested recipes which can be used by mothers and by nursery school workers who have to feed groups of young children. There are also some interesting party menus. Lydia V. Swanson has contributed a practical chapter on establishing good eating habits for children.



Illustration by Mary
Shepard, from the book
MARY POPPINS

CORRECT TOYS

We used to think that toys were things to play with. Now they are regarded as aids to the child's development, and with the coming of this conception of the function of toys there is laid upon parents an obligation to make a wise choice in buying. For their enlightenment Ethel Kawin has prepared a pamphlet called *THE WISE CHOICE OF TOYS* (Chicago: University of Chicago Press. \$1).

From this treatise parents may learn that the object of toys is not to instruct, but to stimulate the activity and initiative of children. The author urges the selection of good toys that will serve for a long period of time. She classifies toys according to the qualities they develop—strength and skill; constructive play; dramatic and imitative play; social and artistic development; interest in hobbies; and, in school activities, stimulation of interest in science and mechanics.

This book ought to be consulted before gift-giving.

BOOKS FOR YOUNG PEOPLE

It is an easy transition from a book about toys to one called *POPULAR CRAFTS FOR BOYS*, by the popular writer

by

WENNIFRED KING RUGG

on manual arts, Edwin T. Hamilton (New York: Dodd, Mead. \$3). Mr. Hamilton gives step-by-step instructions for making at least one example of the fourteen crafts he has selected—carpentry, mask-making, lino-block printing, bookbinding, leather craft, pottery craft, tin-can craft (oh, delightful!), miniature modeling, plastic wood modeling, trick photography, soap sculpture, paper mosaic, art metal craft, and wood carving. He also tells where the materials and tools may be obtained.

Here, as any one can plainly see, there is ample material for the development in any boy of one, and perhaps of fourteen, fascinating hobbies.

Elizabeth Foreman Lewis, whose *YOUNG FU OF THE UPPER YANGTZE* won the John Newbery Medal two years ago as "the most distinguished contribution to American literature for children," has now written a story about China for girls, *HO-MING, GIRL OF NEW CHINA* (Philadelphia: Winston. \$2). Mrs. Lewis lived several years in China and has had ample opportunities to become acquainted with the way Chinese youth regard the problems of their country. Ho-Ming, of whom she writes, is, in her adolescent years, entangled in a conflict between the traditions and superstitions of her family and modern ideas. The book is charmingly written, and contains illustrations equally charming by Kurt Wiese. What will impress a girl-reader is that it tells a thrilling story about another girl who belongs

to a strange land with strange ways.

The publishers class Mary Poppins with Peter Pan and Alice, and they tell us that the book that bears her name, *MARY POPPINS*, by P. L. Travers (New York: Reynal & Hitchcock. \$1.50), is not a juvenile, but a book of delightful nonsense for readers of any age. They also mention *Winnie-the-Pooh*, which reminds us that the illustrator of *MARY POPPINS* is Mary Shepard, daughter of the illustrator of the Milne books.

Mary Poppins blew in literally, in a stiff gale, to the Banks household and obtained a position as nursemaid. At once life became very exciting for Mr. and Mrs. Banks and their four children, for Mary Poppins did absolutely nothing in the usual way and introduced the family to experiences almost as disconcerting as those of the immortal Alice. It is good fantasy, and must be read in a fantastical mood.

The aim of *CHILDCRAFT*, two sets of six books being prepared by well-known writers and educators (Chicago: W. F. Quarrie), is twofold: It plans to furnish a library for the young child, and to provide guidance for parents and teachers. The three-volume anthology series for children is the same for each set, with an additional series of three volumes for parents (pre-publication price, \$36.90) and a similar series for teachers (pre-publication price, \$37.90).

At the time of writing only the first volume of the sets is off the press. An examination of it reveals an attractive book entitled *CHILDCRAFT BOOK OF VERSE* containing a good selection of poetry for (Continued on page 48)

BULLETIN BOARD

State Congress Conventions in April, 1935

Alabama.....at Montgomery, April 22-24
Connecticut.....at Stamford, April 11-13
District of Columbia..at Washington, April 16
Florida.....at Miami, April 29—May 3
Georgia.....at Rome, April 22-24
Illinois.....at Peoria, April 10-12
Kentucky.....at Owensboro, April 16-18
Louisiana.....at Alexandria, April 15-17
Montana.....at Billings, April 15-17
North Carolina.....at Asheville, April 16-18
Rhode Island.....at Providence, April 24-25
South Carolina.....at Greenville, April 23-24
Utah.....at Salt Lake City, April 5

April 14—Pan American Day

April 27-May 4—National Youth Week

April 28-May 5—Better Homes Week

April 29-May 3—Thirty-Ninth Annual Convention, National Congress of Parents and Teachers, Miami, Florida

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RADIO PROGRAM

The National Congress of Parents and Teachers

APRIL 4—"Nature and Place of Discipline in the Training of Children."

WILLIAM E. BLATZ, University of Toronto.

APRIL 11—"The Lengthening Dependence of Young People."

ROBERT MAYNARD HUTCHINS, President of the University of Chicago.

APRIL 18—"The Influence of Companions on the Conduct of Children."

CLIFFORD R. SHAW, Institute for Juvenile Research, Chicago.

APRIL 25—"Money Management Education in Homes and Schools."

FLORENCE BARNARD, Educational Director, American Association for Economic Education, Boston.

BOOKSHELF

(Continued from page 47)

children. It begins with the familiar jingles of Mother Goose and other nursery rhymes, and continues with four groups called "The World Around Us," "The World of Fancy," "Story-Telling Poems," and "Children's Own Verse"—the last a collection of poems that boys and girls of our own time have composed.

Added to these riches for children are copious illustrations by Milo Winter and a large staff of artists.

• • •

BOOKS IN BRIEF

AUNT MARGAT AND OTHER STORIES, by Doris Peel (Boston: Houghton Mifflin. \$2), are subtle and skilful short stories, several of which are told as if seen through the eyes of a child. It is most sympathetic when relating some minor tragedy of childhood.

HEAVEN'S MY DESTINATION, by Thornton Wilder (New York: Harpers. \$2.50). The story of a man who tried to follow his religious convictions to their logical conclusion. Its satire is a little piquant for the ultra-conservative, but every one is going to read it.

• • •

REMINDERS FOR PARENTS

THE CENTURY CHILDHOOD LIBRARY, edited by John E. Anderson (New York: Appleton-Century. \$2.50 each; Students' Edition, \$2 each). HAPPY CHILDHOOD, by John E. Anderson; BUSY CHILDHOOD, by Josephine C. Foster; HEALTHY CHILDHOOD, by Harold C. Stuart, M. D. These put the findings of the White House Conference on Child Health and Protection in terms convenient for parents, teachers, and social workers.

NORMAL YOUTH AND ITS EVERYDAY PROBLEMS, by Douglas A. Thom (New York: Appleton-Century. \$2.50). Frank, sane advice about keeping normal boys and girls normal. Dr. Thom wants parents to be guided by their heads rather than by their hearts.

ADOLESCENT PSYCHOLOGY, by Ada Hart Arlitt (New York: American Book Co. \$2.25). The result of much research set down with sure technic and clear common sense. Primarily for students in schools of education, but useful for parents.

THE JUNIOR BOOK OF AUTHORS, by Stanley J. Kunitz and Howard Haycraft (New York: H. W. Wilson. \$4; to libraries, \$3.25). A collection of more than 250 biographies of authors and illustrators of books for young people, which is helpful in connection with school work and satisfies children's curiosity about the men and women whose names appear on the title pages of their favorite books.

Stamp of Merit

The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

American Can Company	2nd Cover
American Seating Company	37
D. Appleton-Century Company	46
Corn Products Refining Co.	33
Old Dutch Cleanser	4th Cover
Herman A. DeVry, Inc.	43
Encyclopaedia Britannica	47
Farrar & Rinehart	48
Grolier Society, The	3rd Cover
Hookless Fastener Co.	27
Ident Chemical Co.	31
Johnson & Johnson	29
Lever Brothers Co.	35
Parke, Davis & Company	25
Remington Rand, Inc.	45
E. R. Squibb & Sons	3